UNIVERSITY OF ALBERTA

MARKETING HIGHER EDUCATION: RESPONDING TO A CHANGING ENVIRONMENT

BY

STEVE O. MICHAEL ©

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "Marketing Higher Education: Responding to a Changing Environment" submitted by Steve O. Michael in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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To the Ultimate Source and to those who are sources of
hope, inspiration, and courage to me.

Abstract

The literature on marketing of higher education suggests that all post-secondary institutions, irrespective of mandate and mission, engage in some form of marketing. The purpose of this study was to determine the extent to which post-secondary institutions in Alberta have adopted marketing principles and strategies and to examine related issues. Included in this broad objective was an attempt to determine the changes occurring in the resource-environment of these institutions and the extent to which institutional variables affect the adoption of marketing strategies and activities.

Both structured and unstructured interviews were used to collect data from a total of 100 post-secondary educational administrators in the province. The group consisted of presidents, vice-presidents, deans, directors, and managers, as well as three administrators from the Department of Advanced Education.

Administrators perceived that financial constraints existed in the post-secondary system of Alberta. While some administrators believed that these financial constraints resulted from some kind of a shift in educational ideology–consciously and unconsciously–others believed that, there had never been any known funding ideology. Administrators believed that the attitudes of the government and the general public with regard to post-secondary funding had changed or was changing. To reduce the impacts of financial constraints, the post-secondary institutions in Alberta had examined and adopted various measures that could be classified as revenue-generating, efficiency-enhancing, and coping strategies. Of high concern to post-secondary institutions in the province were declining resources, inadequate government grants, and recruiting high quality students. Competition for donations from corporations and the general public, for recognition as centres of excellence, and for high quality students was described to be high in the system.

Administrators who participated in the study were aware that many post-secondary institutions in North America had started to adopt marketing practices. Many of these administrators, however, stated that they did not understand the full implications of this adoption. The institute sector exhibited a greater level of marketing activities than did the other sectors, while the private college sector exhibited the least. Examples of these activities included marketing research, program planning, and the establishment of marketing offices. Administrators predicted that a greater number of institutions would adopt marketing in the near future. The older and larger urban institutions were more concerned about their environment and indicated more need to adopt marketing practices than did the younger and smaller institutions located in the rural areas. The reasons for marketing of post-secondary institutions in Alberta were found to be somewhat different from those reported for Australia, Great Britain, and United States.

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CHAPTER 1

OVERVIEW AND PURPOSES OF THE STUDY

Higher educational systems and administration in every nation reflect, in part, the philosophy that guides and directs the country's political, economic, and social activities. As observed by Clark (1983), both the political and economic forces interact to influence the structure of higher education in every country. According to Vesseth (1981), in a totalitarian planned society (socialist or command economy), most of these activities are controlled by a central authority. Institutions responsible for the allocation of goods and services are regulated by the government. Under this system, the type of higher educational institutions, their operations, admission policies, courses offered, and placement of graduates are centrally determined. At the other extreme of the continuum is a capitalist society in which the corresponding institutions are regulated by market forces. Therefore, in a pure capitalist society (free market economy) all higher educational institutions would be privately owned. The forces of demand and supply would determine what type of institutions exist, which courses are offered, and who gets into what program.

Between the extremes of a pure totalitarian planned society and the pure capitalist society are combinations of these two philosophies. Lipsey (1983) pointed out that

> in practice, all economies are mixed economies in the sense that some decisions are taken by firms and households, and some by the central authorities. The emphasis varies, however. In some economies, the influence of the central authorities is substantially less than in others. Not only may the average amount of central control vary among economies, it may also vary among markets within one economy. Thus, in Britain, the day-to-day behaviour of the stock market is relatively free from central control, while the market for rented housing is heavily controlled by the central authorities. (p. 73)

On the one hand, a mixed philosophy is justified on the grounds that a central allocation of wealth lacks the incentives that form the impetus for creativity, innovation, and development, and, most importantly, central allocation constitutes an erosion of the freedom of the people to decide and choose what to produce and consume. On the other hand, a mixed philosophy endeavors to provide safeguards against the inefficiency of the price mechanism in allocating resources judiciously and equitably. In a mixed economic society, some of the higher educational institutions are public while others are private. Gardner (1979) identified four major reasons why this type of system is a powerfully positive force in North American life:

> 1. Freedom from constraints. Compared with government and business, the independent sector is relatively free. A group interested in a particular idea or program does not have the need of government to deal with huge constituencies nor the need of the mass merchandiser to find a lowest common denominator.
>
> 2. Pluralism. Americans have always believed that–within the law–all kinds of people should be allowed to take the initiative in all kinds of activities. And out of that pluralism has come virtually all of our creativity.
>
> 3. An environment for innovation. . . . There is a continuous emergence of new ideas and initiatives. New entities can form overnight–and dissolve just as swiftly. . . . In the typical bureaucracy, five new ideas a week would create a painful overload.
>
> 4. A home for nonmajoritarian ideas. An idea that is controversial, unpopular or "strange" has little chance in either the commercial or the political marketplace. But in the loose world of the nonprofit sector it may very well find the few followers necessary to nurse it to maturity. (pp. 7-8)

In a society where the citizens have the opportunity to make decisions on what, when, how, and why they produce and consume, marketing is employed to facilitate these decisions. The type of marketing developed by any organization depends on, among other things, the conditions surrounding the demand for and supply of its products. There are two basic types of these conditions, namely, the producer economy, and the consumer economy (Beckman, Kurtz, & Boone, 1988). In the former (seller's market), the aggregate demand for the products or services of an industry is greater than the aggregate supply. Under this condition, marketing is restricted to activities that aid the sales of a particular product or service. However, under a consumer economy (buyer's market) the aggregate supply of the economy is greater than the aggregate demand. Such conditions would support an effective and efficient marketing program which involves an organizational sensitivity to the consumers' needs and preferences.

Although entrepreneurial activities in the Canadian higher educational system can be described as low-keyed compared to the United States, higher education in the western world, especially in North America, has two important features that entail the utilization of marketing activities. First, many post-secondary institutions typically are available to any individual. Some are publicly owned while others are privately owned; some are specialized while others are comprehensive; and some are vocational or professional while others are liberal arts. These diversities mean that a prospective student has the opportunity to choose among many institutions. Second, as observed by Riehl (1982), higher education has shifted from a producer economy to a consumer economy, a fact that has changed the role of the admissions office from that of a gatekeeper to that of a marketing consultant. Although this second point cannot be said to be true of Canada because the anticipated decline in student enrollments did not materialize, financial constraints have necessitated the application of management techniques to reduce the effects of declining resources. Ell (1988) observed that

> the conditions of decline for universities have been different in the United States and Canada. Whereas American colleges and universities have generally experienced conditions of financial constraint associated with enrollment decline, Western Canadian universities have experienced financial constraint under conditions of stable and increasing enrollment. (p. 34)

Among the management techniques available to an organization faced with declining resources is strategic planning. While this technique helps an organization to become responsive to the changing environment, marketing emphasizes organizational responsiveness and adaptiveness. Marketing also requires that an organization do this in a more profitable and creative way. Grabowski (1981) noted that "every institution, but particularly small, private colleges *and universities* [italic inserted] can profit from marketing"(p. 2). Kotler and Fox (1985) also agreed that it is becoming increasingly difficult for any post-secondary institution in a capitalist society to maintain its vitality, growth rate, and favorable image without an effective utilization of a marketing strategy.

The adoption of marketing strategies for survival and growth in post-secondary institutions can be attributed to the following factors: declining "college age" population, declining enrollment (especially in the United States), financial constraints, neo-conservatist movement, and increasing competition by other institutions within the economy to share the limited government revenues (Kotler &Andreasen, 1987; Lencyk, 1980; Litten, 1980; Pelletier, 1985; and Topor, 1983). Increasing tuition fees and the uncertainties surrounding employment continue to discourage prospective post-secondary students. Grabowski (1981) noted that "youths are questioning the usefulness of college degrees in light of their societal values, the myth that more education translates into better paying jobs has been shattered" (p. 3). The reality of the world economy continues to force governments to become more and more critical of educational budgets. For example, London (1987) acknowledged that "what was once rubber-stamp legislation in most state government budgets is now viewed with skepticism. Higher education no longer transcends the political debate of fiscal affairs; it has been thrown into the eye of the political hurricane" (p. 20). These negative forces have seriously threatened the survival of many post-secondary institutions, and, in many of the surviving institutions, courses, programs, and departments face the possibility of discontinuation. Neo-conservatism, as portrayed by former Prime Minister Thatcher of Great Britain and former President Reagan of the United States of America, has resulted in greater privatization of public institutions. As explained by Rea (1987),

> The breakdown of crudely Keynesian-based interventionism locally is associated with the adoption of an alternative philosophy which appeared to be rooted in some notion of returning to the market system; perhaps it was 'neo-conservatism'. During their declining years in office the Ontario Conservatives explicitly accepted much of the rhetoric of the neo-conservatives in the U.S. and Britain to legitimize their retreat into the restraint programs of the mid 1970s–a return to the market decision-making system; downsizing government; deregulation; privatization. (pp. 164-165)

Organizations have had to adopt marketing practices not only because of negative factors such as organizational decline, and sustaining or securing market share, but also to increase responsiveness to the changing needs of the society. As indicated by Kotler and Fox (1985), "A responsive educational institution makes every effort to sense, serve, and satisfy the needs and wants of its consumers and publics within the constraints of its mission and its budgets" (p. 28). To sense, serve, and satisfy the needs of consumers are the primary functions of marketing in any establishment.

In spite of the general reservation, as described by Johnson (1979), held in the education sector about employing marketing strategies, Kotler (1982) pointed out that every organization, irrespective of its motives, mission, and mandate, practices some kind of marketing. Similar views are common among writers on marketing and higher education. For example, Doyle and Newbould (1986) claimed that "whether marketing is relevant to a university depends upon how closely the management function in a university resembles that of a commercial firm, *and* the resemblance is almost total–certainly much greater than is commonly perceived" (p. 22). Kotler and Levy (1969) argued that

> the choice facing those who manage non-business organizations is not whether to market or not to market, for no organization can avoid marketing. The choice is whether to do it well or poorly, and on this necessity the case for organizational marketing is basically founded.(p. 15)

Although all institutions of higher education engage in some kind of marketing (Kotler, 1982), there is a general reluctance to identify these activities as marketing. This point was emphasized by Ryans and Shanklin (1986) who stated that "it is amusing and revealing to look at titles that colleges and universities have euphemistically derived to refer to their marketing functions. . . . They use it and call it something else. They disguise a de facto marketing function behind academically acceptable titles" (pp. x-xi). Given that educational institutions engage in some kind of marketing, it would seem to be appropriate for educational administrators to take a closer look at their institutions with the view to understanding how marketing has been employed thus far, the merit of it, how it can be effectively employed, and problems arising from this practice.

Purposes of the Study

Therefore, the overall purposes of this study were (a) to determine the extent to which selected post-secondary institutions in Alberta had adopted marketing practices and (b) to examine related issues.

These purposes were achieved by determining the extent to which some specific marketing indicators identified for this study were found to be present in these institutions. Through the use of interviews, the study examined the opinions of presidents, vice-presidents (academic), public relations officers, development officers, and admissions officers in post-secondary institutions in order to determine the extent to which these institutions had adopted a marketing philosophy, along with the appropriate marketing structure, concepts, and strategies. An attempt was made to identify the marketing activities involved in some specific institutional tasks such as need identification, program development, admissions, fund-raising, and image-making.

Statement of the General Research Questions

In order to achieve the overall purposes of the study as described above, the following five major research questions were addressed:

1. To what extent are the budget constraints experienced by post-secondary educational institutions in Alberta, as perceived by their administrators, an indication of a shift in educational ideology?

2. To what extent is the adoption of marketing philosophy and activities a common phenomenon in post-secondary institutions in Alberta?

3. What are the perceived advantages and disadvantages of marketing practices in post-secondary institutions in Alberta?

4. What are the perceived constraints on marketing practices in post-secondary institutions in Alberta?

5. To what extent are various marketing practices associated with selected organizational characteristics?

Specific Research Questions

From the general research questions stated above, the following specific research questions were identified:

1. To what extent are the budget constraints experienced by post-secondary educational institutions in Alberta, as perceived by their administrators, an indication of a shift in educational ideology?
    - 1.a. To what extent do the administrators of the post-secondary educational institutions in Alberta perceive that the budget constraints in their institutions are an indication of a shift in educational ideology ?

1.b. To what extent do these administrators perceive a change in the attitude of the government concerning funding of post-secondary education?

1.c. To what extent do these administrators perceive a change in the attitude of the general public concerning funding of post-secondary education?

1.d. What specific strategies have been examined and/or adopted by these institutions as a result of any perceived change in the resource-environment?

1.e. To what extent do the administrators of post-secondary institutions in Alberta perceive inadequate government grants, inflation, enrollments, and declining resources to be of concern?

1.f. To what extent do the administrators consider competition exists among these post-secondary institutions for students, donations, and recognition?

2. To what extent is the adoption of marketing philosophy and activities a common phenomenon in post-secondary institutions in Alberta?

2.a. How do the administrators of the post-secondary institutions in Alberta define the adoption of marketing in higher education?

2.b. How common is the practice of a deliberate adoption of strategies related to marketing perceived by the administrators of post-secondary institutions as "marketing"?

2.c. To what extent do the administrators of post-secondary institutions perceive that their institutions are free to respond to "market forces"?

2.d. To what extent do the administrators of post-secondary institutions perceive that limitations exist on institutional responsiveness?

2.e. To what extent do the administrators of post-secondary institutions perceive that their institutions are responsive to the needs of their relevant publics?

2.f. To what extent do post-secondary institutions in Alberta engage in studies that are similar to marketing research studies?

2.g. To what extent are financial resources committed to selected marketing activities in post-secondary institutions in Alberta?

2.h. To what extent are academic programs, promotion, pricing, and delivery of programs integrated into a unified plan in post-secondary institutions in Alberta?

2.i. How common is the establishment of resource-attraction offices in post-secondary institutions in Alberta?

2.j. In post-secondary institutions in Alberta, how common is the establishment of an office designated as a "Marketing Office" and what functions does the office perform?

2.k. How desirable is the establishment of a marketing office in post-secondary institutions in Alberta and at what level should it be established?

2.l. To what extent do the administrators of post-secondary institutions in Alberta perceive that the distinct identities and missions of their institutions are communicated to their constituencies?

2.m. How common is the use of external marketing consultants in post-secondary institutions in Alberta?

3. What are the perceived advantages and disadvantages of marketing practices in post-secondary institutions in Alberta?

3.a. To what extent do the administrators of post-secondary institutions in Alberta perceive that the adoption of marketing will lead to enhanced image, increased fund-raising yields, increased enrollment, increased institutional autonomy, increased academic standards, increased competition, enhanced the realization of institutional objectives, and increased student-oriented services?

  3.b. How do the administrators of post-secondary institutions in Alberta perceive the costs associated with marketing in relation to the benefits of marketing?

4. What are the perceived constraints on marketing practices in post-secondary institutions in Alberta?

  4.a. To what extent are the funding of marketing activities, securing qualified marketing personnel, government policy, coordination of post-secondary educational system in the province, perceived undesirability of marketing considered to be sources of constraint on marketing practices in post-secondary institutions?

  4.b. How important are resource-attraction activities in post-secondary institutions in Alberta and to what extent is marketing perceived to be relevant in fulfilling these activities?

  4.c. To what extent do the administrators of these post-secondary institutions in Alberta personally advocate the adoption of marketing and to what extent do they perceive marketing will be adopted in the province?

5. To what extent are various marketing practices associated with selected organizational characteristics?

  5.a. To what extent do the organizational characteristics of institutional size, location, and age appear to be related to the perceived environmental concerns, level of competition, and need to adopt marketing in post-secondary institutions in Alberta?

Significance of the Study

This study was designed to yield both practical and theoretical benefits. The results of this research should be of interest to key decision-makers in post-secondary institutions and funding agencies such as the Alberta government. For example, administrators of post-secondary institutions, particularly in Alberta, will be better informed about the perceptions of other administrators on the general direction of the government attitude toward funding, the public attitude toward funding, the extent of competition in the resource-environment, and the extent to which marketing can be useful in achieving their institutional objectives. The Department of Advanced Education will be better informed through this study of the perceptions of post-secondary educational administrators about the resource-environment of their institutions. The results of this study will be of practical use to administrators such as public relations officers, admissions officers, chief executives, development officers, and other personnel involved in marketing activities in post-secondary institutions. The insights derived from this study are expected to enhance their effectiveness in performing the marketing role. Further, the findings of this study should also be of interest to those concerned with the training of leaders and administrators of post-secondary institutions.

In terms of theoretical considerations, the results of the study were expected to add to the body of knowledge and to the theorizing on the management and organization of post-secondary institutions. This, in turn, was expected to have implications for curriculum development in departments of educational administration, other departments responsible for training administrators of post-secondary institutions, and government administrators.

Definition of Terms

The following terms and concepts used throughout this study are defined below, using a post-secondary educational context, in order to provide consistency in meaning for this study:

Marketing: Kotler and Fox (1985) defined marketing as

> the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives [and creating client satisfaction]. It relies heavily on designing the organization's offering in terms of the target markets' needs and desires, and on using effective pricing, communication, and distribution to inform, motivate, and service the markets (p. 6).

Marketing Mix: "The blending of the elements of product planning, price, distribution strategy (place), and promotion to satisfy chosen consumer segments" (Beckman, Kurtz, & Boone, 1988, p. 863).

Marketing Philosophy: A managerial philosophy that guides organizational decision making and integrates the actions of its members in the organization's efforts to exchange values for values and creates client satisfaction. This philosophy is reflected in the marketing concept and the societal marketing concept.

Segmentation: The process of dividing a large population (the market) with diverse needs into subgroups or segments of prospective candidates with similar educational needs.

Targeting: The process of identifying specific segments of potential candidates toward whom an institution can then direct its marketing program.

Diversification: A strategy for developing new educational programs for the purpose of reaching a new segment of students.

Marketing Strategy: The overall institutional program for selecting a particular segment and for satisfying the segment through the careful use of the elements of the marketing mix.

Higher Education: Used synonymously with post-secondary institution to refer to institutions that traditionally require the completion of senior matriculation (high school). In this study, these institutions were, however, delimited to public and private affiliated colleges, and universities.

Psychographic Analysis: The analysis of the past, present, and potential students' activities, interests, and opinions concerning their choice of educational programs and institutions (Berkowitz, Kerin & Rudelius, 1986).

Product: The educational programs offered by an institution. Educational products may also be viewed as student learning.

Price: The total cost (monetary and psychological) to the student for completing an educational program.

Promotion: All activities engaged in by an institution to obtain the attention of its publics (especially potential candidates) and to ensure that these publics respond positively to the institution.

Resource-environment: The sources of vital inputs that institutions obtain from their environment, including students, funds (from government, corporations, and the general public), recognition, and prestige.

Major Assumptions

A major assumption underlying this study was that every organization, irrespective of its philosophy, economic strength, and objectives, engages in some aspects of marketing. These marketing activities reflect, to some extent, the philosophy, knowledge, attitude, and training of the organization's administrative decision-makers.

For the purpose of this study, all the participating administrators were assumed to possess the necessary information about marketing practices in their respective post-secondary institutions. Their opinions, given through structured and unstructured interviews, were therefore assumed to be authentic and valid information.

Delimitations

The study was delimited to the province of Alberta, Canada. It was designed to cover selected universities, public colleges, private colleges, and institutes of technology. Post-secondary institutions not included by the Department of Advanced Education in the Alberta Post-Secondary Education System (see Figures 5.1 and 5.2) were excluded from this study. Generalizations beyond the participating institutions can be made only to the degree that other institutions and their contexts are similar to those studied.

The decentralized organizational nature of post-secondary institutions meant that some marketing efforts could be made at the faculty or departmental level. The study was however delimited to marketing efforts at the institutional level.

Also, the study was delimited to the extent to which marketing activities, as defined in this study, were present in the participating institutions. Determination of the effectiveness and efficiency of the marketing/selling techniques employed by each institution was outside the scope of the study.

Various non-parametric analyses could be carried out on the data collected. For example, "tau," which measures the association or correlation between variables reported on a nominal scale, could be used to determine the strength of relationship between size and location, size and age of the institutions. However, for this study, only descriptive statistics involving the comparison of means were used. All the institutions in the institute and private college sectors were chosen for this study. Only one university and three public colleges in the university and public college sectors were left out of the study because of time and financial constraints. In each of the selected institutions, all the relevant administrators were interviewed. This procedure implies, therefore, that any difference in means observed in the analysis of data could be construed as a true difference.

Limitations

The study was limited by instrumentational, timing, representational, and perceptual factors. Although several precautions were taken to ensure that the instruments measured the phenomenon under investigation, the study was limited to the extent to which reliability and validity were achieved in the instruments and administration techniques used. Several events with direct or indirect implications for the marketing of education were taking place in Alberta at the time the study was being conducted. For example, at the time the post-secondary institutions in Alberta were experiencing financial constraints, the government adopted a policy which would encourage these institutions to solicit private funds to supplement inadequate government grants. Although the occurrence of these events made it a relevant and timely study, it also could have contributed to a frequent shifting of the respondents' opinions.

The participating institutions were not randomly selected. The selection was purposive and stratified to meet certain needs, for example, a secondary interest of the study was to investigate the extent to which a rural institution differs from an urban institution in its marketing needs. Although efforts were made to collect data for this study from as many relevant and experienced senior administrators as possible, the study was limited in that the data represents the perceptions of the respondents.

Organization of the Thesis

The first chapter contains an overview which serves as the introduction and background to the study. It also contains the purpose of the study, the statement of the overall research problems, the specific research questions, the significance of the study, the definition of terms, the delimitations and limitations of the study, and the organization of the thesis.

Chapters 2 to 4 contain the review of related literature. Chapter 2 provides an overview and a summary of marketing as employed in the business world. The summary includes a brief section on the evolution and definition of marketing, the process of developing a marketing plan, and the characteristics of service marketing. The chapter concludes with marketing in non-profit organizations. In Chapter 3, the overview of higher educational systems (centralized, pure market, and mixed systems) is presented. The historical and environmental antecedents to a market-led educational system are traced and the implications of a market-led system for the marketing of education are also identified. Chapter 4 contains a summary of the literature on marketing of higher education. The benefits and concerns of marketing in post-secondary institutions are discussed. The unique characteristics of higher education that should be taken into consideration when planning marketing strategies for higher education are also identified. The section ends with the identification and discussion of specific marketing indicators. The extent to which these indicators are present in an institution of higher education is the extent to which it can be said that the institution has adopted marketing concepts and practices. The chapter concludes with a conceptual framework which illustrates the relationship among various marketing variables of interest to the study.

Chapter 5 describes the research methodology used for the study. The description includes the development of research instruments, the procedure for obtaining data, and the techniques for analyzing data.

The analysis of data is presented in Chapters 6 through to 8. These include the political-economic background of post-secondary education in Alberta, the marketing practices found at selected post-secondary institutions in the province, the perceived benefits and concerns of marketing in these institutions, the constraints experienced in marketing efforts, and the need to market as a contingent of organizational variables.

The last chapter reports the conclusions drawn from the analysis of data. The implications of the findings for the administration of post-secondary institutions in Alberta are outlined. The chapter ends with a summary of the research problem, a review of the methodology used, and several recommendations.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Since the late 1970s, considerable attention has been given to the marketing of education, especially higher education in the Western world. Although this attention has been sporadic and cannot be described as a major wave sweeping across post-secondary institutions, a great number of these institutions, especially in the United States, Australia, and Great Britain, have reported success with the application of marketing strategies. Therefore, most of the relevant literature reflects the experiences in these countries. The paucity of related materials in Canada may be indicative of the priority attached to the marketing of education.

A general discussion of marketing is presented in the first section of this chapter. Writers on educational marketing suggest the need to understand marketing principles and strategies as they exist in the business world and how these principles and strategies can be effectively adapted to education. This will involve discussions of marketing elements and the process of developing a marketing plan. As a background to understanding educational marketing, a brief discussion of marketing elements and process is provided in this chapter. Since the provision of education falls under the service sector rather than the tangible product sector, this chapter includes a summary of marketing of services and marketing of non-profit organizations.

Definition and Evolution of Marketing

Problem of Definition

Marketing is a commonly used word that often means different things to different people. Both producers and consumers see it differently, and even among marketers there is no one standard definition available (Baker, 1979). Some writers such as Thomas (1964), believed that marketing can be defined concisely and simply, but others, including Levy and Zaltman (1975) argued that there is little use in attempting to confine its meaning to a single definition. Since marketing is an evolving field, arriving at a standard, all-time definition will be difficult. Therefore, various definitions are both time- and author-bound.

How marketing is defined depends on the background, level of knowledge, purpose, and insight of the individual attempting to define it. Bartels (1981) mentioned that marketing can only be defined "proportionately to one's insights of the subject. No pat phrase wholly defines marketing, which is what one mentally sees it to be" (p. 5). While Schumpeter (1961) narrowly defined marketing as the "conduct directed toward the acquisition of goods" (p. 3), others, for example, Levy and Zaltman (1975), defined it broadly as being the satisfaction of the societal exchange activities which include "courtship, bride-price or dowry and negotiated marriage contract" (p. 3).

The meaning of marketing is also context-bound. Bartels (1981), who noted that marketing is a mirror of a society's conditions, put forth three principles that summarized this point:

> (a) The Principle of Convergence–that increasing industrialization in a country is accompanied by development of marketing systems and practices similar to those employed in countries already industrialized.
>
> (b) The Principle of Expectations–that the evolution of marketing practice is a function of the demands and expectations which society makes of marketing.
>
> (c) The Principle of Capability–that society's expectations of marketing are proportionate to the economic capability of fulfilling those expectations. (pp. 6-7)

Bartels's Principle of Convergence can be expanded to explain the happenings among various sectors within an economy or a society. For example, within the developed society various sectors are at different stages of industrialization or development.

Therefore, various levels of marketing technology are present at any given time within any society, but all seem to be gravitating towards a higher order marketing (more sophisticated and more comprehensive). For example, based upon the recency of marketing practices in non-profit organizations, these practices are expected to lag behind those of business organizations, but non-profit marketing is rapidly increasing in sophistication.

Variations in the perception of marketing can also be aggravated by political/philosophical inclination and persuasion. While some see marketing as the delivery of the standard of living and the catalyst of our life styles (Markin, 1982), others have argued that marketing is the cause of some of our problems. For example, marketing is often associated with the exploitation of consumers in terms of high prices on goods and services, the distribution of unnecessary life styles in terms of aggressive persuasion, and the waste of resources in terms of the cost of promotion (Bartels, 1981). To many people marketing is the cause of our greed, insatiable appetite, and inordinate materialistic desire, but, as observed by Levy and Zaltman (1975), to those who study the effects of technology upon society, marketing produces shared ways of thinking among members of a society because standardized products and services produce standardized thinking and behavior. Therefore, while some see it as the facilitator of exchange, others see it as the facilitator of greed.

The proliferation of marketing definitions was the major concern of the winter 1975 issue of *Quarterly Review of Marketing*. In this issue, Crosier (1975) reviewed over fifty definitions of marketing and then classified them into three groups, namely process definitions, philosophical definitions, and orientation definitions. According to Baker (1979), under the process definitions, marketing is viewed as a process "enacted via the marketing channel connecting the producing company with its market" (p. 5). Philosophical definitions describe marketing as a concept or philosophy of business, that is, the pursuit of the satisfaction of the buyers. Baker (1979) also noted that orientation definitions place emphasis on "the phenomenon (present in both the consumer and the producer) which makes the concept and the process possible" (p. 5).

Stages of Development

A more helpful classification of marketing emerges when the historical evolution of marketing is considered. Every society is at a different stage of development. The first stage of development can be described as a primitive society. At this level the society lives under a subsistence economy. Individuals produce and consume without any exchange taking place; hence, there is no transaction nor marketing. The second stage can be described as the stage of specialization. Families begin to specialize in fishing, hunting, weaving, and other types of extractive occupations. This stage marks the beginning of marketing but its activities are intended to facilitate exchange only. The third stage is characterized by excess production and the emergence of money as a medium of exchange. However, production surpluses are sporadic and the absence of effective and efficient means of communication and transportation largely hinder trading activities. Marketing is at a rudimentary stage being primarily concerned with selling and the development of shrewd bargaining skills.

The fourth stage can be described as the age of industrialization. This stage is characterized by the mechanization and automation of production processes. According to Gwartney and Stroup (1982), the replacement of human and animal power by petroleum, electricity, and nuclear power as the major sources of energy revolutionized all aspects of life. Initially, marketing efforts are concentrated on product efficiency. This is based on Ralph Waldo Emerson's philosophy: "If a man can write a better book, preach a better sermon, or make a better mousetrap than his neighbor, though he builds his house in the woods, the world will make a beaten path to his door"(cited in Ryans & Shanklin, 1986, p. 87).

Industrialization has brought about a phenomenal increase in the numbers of goods and services being marketed. Consequently, in the 1950s, there was a shift from a producer economy–where the aggregate consumption exceeded the aggregate production–to a consumer economy–where the aggregate production is greater than the aggregate consumption (see Peterson, 1977). This shift, coupled with an increasing standard of living and a heightened awareness of personal rights, gave rise to what is generally called the consumerists' movements. Baker (1979) credited Vance Packard as the first to use the concept of "consumerism" in his concerns for "declining quality, and the absence of satisfactory after-sales service, particularly in saturated mass consumption markets for convenience goods" (p. 432). In response to this growth, a new idea called the "marketing concept" evolved. This concept or philosophy did not only affect managerial activities, but also influenced the process of marketing and the relationship between consumers and producers. From this time, marketing became a philosophy that guides business thinking and the process that determines the structure of activities. Therefore, the problem of definition arises as marketing assumes the characteristics of the "proverbial elephant." Beckman, Kurtz and Boone (1988) defined the marketing concept as "a managerial philosophy of consumer orientation. The marketing concept holds that all planning begins with an analysis of the consumer and that all company decisions are based upon profitable satisfaction of consumer wants" (p. 863). Baker (1979) noted that "the marketing-oriented firm has little to fear from this growing interest in 'consumerism,' but it must be considered a warning to the non-marketer to put his house in order" (p. 162).

The birth of consumerism has had, and continues to have, profound effects on business activities. In 1962, President Kennedy presented his first consumer message to Congress and in it he identified four basic rights of a consumer, namely, the right to safety, the right to be informed, the right to choose, and the right to be heard (Baker, 1979). As these movements gained more recognition with governments in industrialized nations (in the United States, there is a Secretary of Consumer Affairs to this end), the scope of their interests widened to include pollution and environmental effects of business activities. In response to this, marketing evolved into what is now called "societal marketing," which was defined by Kotler (1986) as

> a management orientation that holds that the organization's task is to determine the needs, wants, and interests of target markets and to deliver the desired satisfactions more effectively and efficiently than competitors in a way that preserves or enhances the consumer's and the society's well-being. (p. 760)

A careful scrutiny of marketing definitions shows that each definition tries to subsume preceding definitions. In this way, the evolutionary trend of marketing development becomes obvious.

The goal of a product-oriented firm is to produce the best possible product within the resources of the organization, while the goal of a selling-oriented firm is to ensure that consumers buy as many products as it is possible. The goal of a marketing-oriented firm is to serve the needs of its customers, while the goal of a societal-oriented firm is to serve the needs of both its customers and society. The management philosophy guiding activities under the "product-orientation" is product efficiency, under "selling-orientation" is convincing consumers to buy, under "marketing-orientation" is determining and responding to consumer needs, and under the "societal-orientation" is responding to customer and societal needs. Drucker (1973) noted that under the marketing- and societal-orientations "the aim of marketing is to make selling superfluous. The aim is to know and understand the consumer so well that the product or service fits him and sells itself" (pp. 64-65). To achieve the goals of marketing- and societal-orientations, a marketing process which guides managerial decision-making is followed. Under these orientations, both the consumers and the organization team up for one purpose–the continuing satisfaction of both the consumers, the organization, and the general society.

Educational services can be provided under any of the production, selling, marketing, or societal concepts or orientations. When the primary objective of an educational institution is to develop what are considered high quality educational programs from the faculty's point of view, the institution operates under a production efficiency concept. When aggressive strategies are employed to attract students or clients or resources, the institution operates under a selling concept. When program development, delivery method, and the general administration of an institution are largely influenced by the clients' needs and desires, the institution operates under a marketing concept. When this stage is enlarged to reflect the needs and desires of the employers, the government, and the society as a whole, the institution operates under a societal-orientation.

The last stage has been described as the "information society" (Masuda, 1981), the "post-industrial society" (Bell, 1973), and the "Third Wave" (Toffler, 1980). Masuda (1981, pp. 49-59) predicted that this new society will be characterized by a complete objectification of information, the production of sophisticated cognitive information, and the formation of structurally organic information networks. Naisbitt (1982, pp. 1-30) added the following characteristics: the globalization of information, information rather than money as the source of power, and the shift from centralization to decentralization. This society, described as a "quantum leap forward" (Toffler, 1980, p. 26), is expected to usher in a new civilization where, as described by Naisbitt (1982), we will be "dealing with conceptual space connected by electronics, rather than physical space connected by the motor car" (p. 38). This civilization is also expected to usher in a new commercial reality which Levitt (1983) described as "the explosive emergence of global markets for globally standardized products, gigantic world-scale markets of previously unimagined magnitudes" (p. 20).

Perhaps in response to these "megatrends," a new marketing thought is emerging. This is described as "macromarketing"(Sheth, Gardner, & Garrett, 1988, p. 26). Macro-marketing deals with environmental and societal forces which include technology, political regulation, societal trends, and competition, among other things. According to these authors, macromarketing places a major emphasis on "analyzing those largely uncontrollable environmental factors that have a tremendous effect on marketing practitioners' activities" (p. 26). Since marketing is essentially an information function and since there would be a greater marketing of intangibles as opposed to tangibles in post-industrial society (Levitt, 1983), there would be a greater utilization of marketing thoughts and practices in all sectors including the non-traditional and non-profit-oriented organizations.

As a society passes from one stage to another, marketing assumes different meanings. For example, in 1960 the American Marketing Association defined marketing as "the performance of business activities that direct the flow of goods and services from producer to consumer or user" (p. 15). Hartley (1976) reviewed this definition and described it as "an old and narrow definition of marketing. It does not give us a true picture of marketing in today's society" (pp. 4-5). He gave his own definition as "the performance of activities involved in planning and facilitating the exchange of goods and services as well as other things of value" (p. 5). But today, Hartley's definition is obviously inadequate, old, and narrow when it is compared with the American Marketing Association's latest definition which states that marketing is "the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives" (Berkowitz, Kerin, & Rudelius, 1986, p. 691). The definition of Kotler and Fox (1985) of marketing provided under the definition of terms is used for this study.

The Marketing Mix

The primary aim of marketing is to bridge the gap existing between an organization and its clientele (publics or consumers) in a way that will be mutually beneficial to both parties. Nickels (1978) emphasized that this gap exists because of variations in space, time, perception, values, and ownership. For example, a geographical or spatial gap exists when a producer of a product or service is located far away from its consumers.

Nickels (1978) divided marketing functions into two broad categories–universal and facilitating functions. The universal marketing functions are those that are necessary in both profit-making and non-profit-making organizations. Facilitating functions consist of all other activities performed by marketers in discharging their role. Baker (1979, p. 18) identified these universal marketing functions as analysis and forecasting, product development and design, influencing of demand, and service. To this Nickels (1978, p. 32) added market segmentation. Baker (1979) pointed out that the essence of marketing lies with the coordination of these "separate ingredients to achieve a mix suitable to the particular situation in hand" (p. 18). Stanton (1981) defined a marketing mix as "the combination of the four inputs that constitute the core of a company's marketing system: the product, the price structure, the promotional activities, and the distribution system" (p. 30).

Although the number of elements discussed under the marketing mix varies from author to author depending on the level of analysis, four basic elements or activities can be identified in all recent marketing literature. These include Product, Promotion, Pricing, and Place or Delivery. Figure 2.1 illustrates the relationships among these

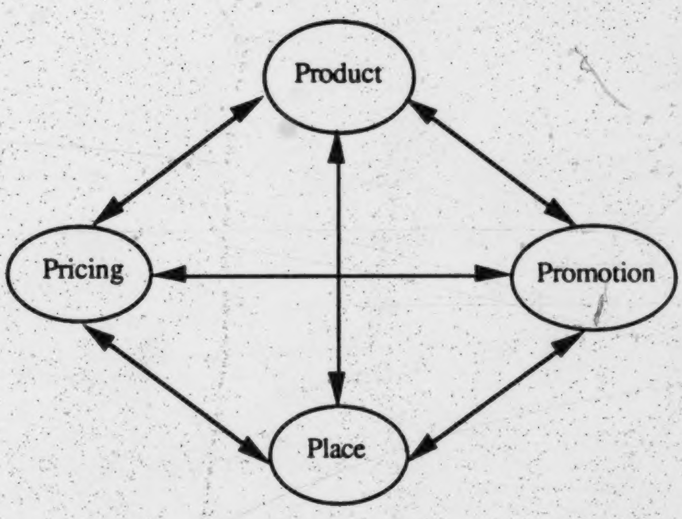

Product
Pricing
Promotion
Place

Figure 2.1. The Elements of Marketing Mix

elements. Contrary to early marketing thinking, relationships among these elements are non-linear. Current thinking about marketing emphasizes the need to simultaneously deliberate on the issues involved in all four elements. Therefore, as a firm is planning a product, it should also be considering the product's cost and price, how the product will be delivered, and how to inform those concerned about the product. Using this approach in education, program development will include the method chosen for delivery, how best to contact potential students, and what the program will cost students. Marketing also requires that these activities be done in a way that best meets the needs of an educational institution–the administrators, faculty, students, and other relevant publics. The essence of joint consideration lies with the need to develop a well-coordinated and integrated overall marketing program or marketing mix. It is common to find these elements described as activities or programs in some marketing textbooks, for example, the pricing program and the promotion program, with each program having its own elements or sub-elements or sub-activities.

Product Mix

According to Kotler (1986), all products can be discussed on three levels. First, the "core product" defines the base product that is supplied. Second, the "tangible product" is made up of five characteristics: a quality level, features, styling, a brand name, and packaging. Third, the "augmented product" or the "total product" includes the services and delivery conditions surrounding the product. In education, the actual teaching would be the core product, the relationship between faculty and students would be the tangible product, and all other aspects of the student's education such as grants, loans, location, and reputation of the institution would constitute the augmented product. Kotler (1986) pointed out that it is important to consider these levels in order to identify the benefits utilized by the clients, rather than the product features as supplied as stated by Levitt "purchasing agents do not buy quarter-inch drills; they buy quarter-inch holes" (p. 297).

Among the options that every organization must choose from are developing or buying a new product and/or producing or buying an already existing product. In each of these cases, a fundamental objective must be determined. According to Peterson (1977), there are three objectives to choose from: providing target consumers with particular benefits, emphasizing areas of strength, and fulfilling social responsibilities. Educational programs may be developed to provide target consumers with particular benefits or to emphasize an institution's area of strength or to fulfill some social responsibilities such as "drug abuse prevention programs." Educational programs, once developed, must be monitored in order to identify their life cycles which include introductory, maturity, and decline stages (See Nickels, 1978). Each phase requires different marketing strategies.

The "product mix" is the total of all offerings–goods and services–of an organization. Some organizations are specialized in the sense that they offer a limited range of products while others are diversified, offering many different products. According to Peterson (1977), an organization's "product positioning" refers to the alignment of the products of the organization in relation to each other and to those of its rivals. Product positioning can be based upon target consumers, product characteristics, or product benefits. Educational institutions cannot afford to be "all things to all people." Therefore, educational administrators need to position their institutions in terms of their unique strengths and the needs of their environment. This positioning would enhance their effectiveness and reduce inefficiency and duplication.

When product strategies are combined with market strategies, at least four types of strategies emerge, as illustrated in Figure 2.2.

		Products	
		Present	New
Markets	Present	Market Penetration	Product Development
	New	Market Development	Diversification

Figure 2.2. Market-Product Strategies

An educational institution may continue to provide more of the present programs in the same place (market penetration)–for example, running an early morning and an evening program–or the institution may decide to provide more of the same programs in different markets (market development), usually at different locations. To provide a new program in the existing market is to adopt a program development strategy, while a new program in a new market is described as a diversification strategy.

Promotion Mix

Engel, Warshaw and Kinnear (1987) defined promotional strategy as "a controlled integrated program of communication methods and materials designed to present an organization and its products to prospective customers; to communicate need-satisfying attributes of products to facilitate sales and thus contribute to long-run profit performance" (pp. 6-7). Berkowitz, Kerin and Rudelius (1986) described a promotional mix as "the combination of actions that a company takes to communicate with consumers about its products"(p. 694). The variables of the promotion mix are illustrated in Figure 2.3.

The primary functions of an organization's promotion mix are to inform, persuade, and remind its publics about ideas, products, or actions of interest to both parties. The combination of the promotional elements used to achieve these functions depends largely on the characteristics of the public (target consumers), the nature of each element (promotion tools), the objective of the communication, the resources available for this exercise, and the availability of the promotional tools (Kotler, 1986). In education, examples of sales promotion, personal selling, and mass promotion are open house days, school visitation by the admissions officer or recruitment officer, and advertising through the media and/or publications respectively. Although promotional

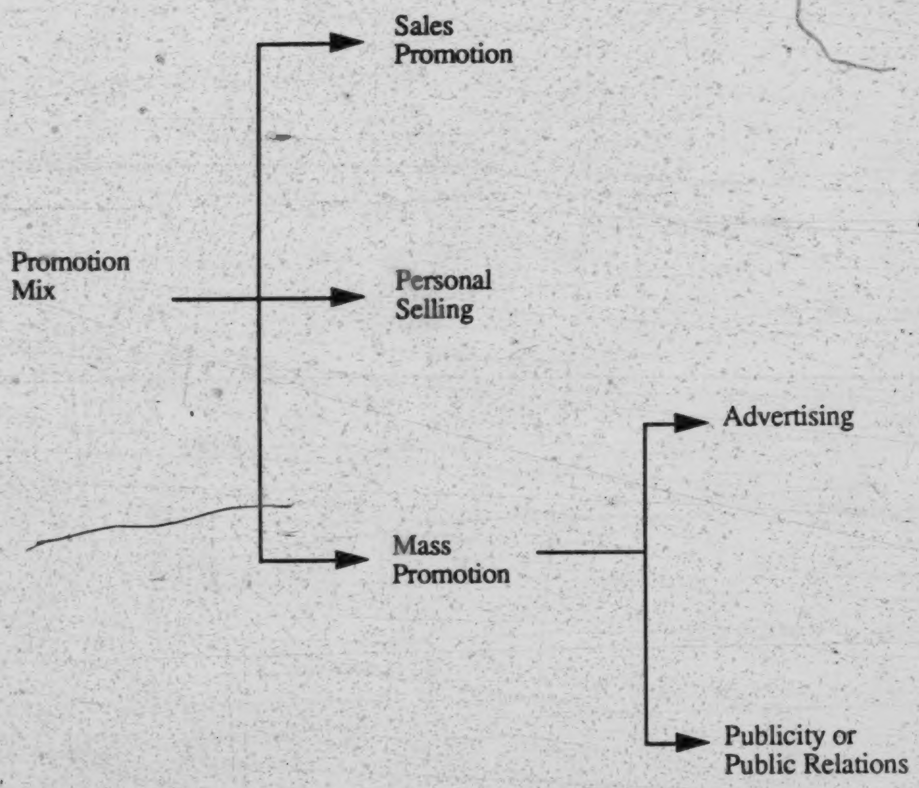

Sales
Promotion
Promotion
Mix
Personal
Selling
Mass
Promotion
Advertising
Publicity or
Public Relations

Figure 2.3. The Elements of a Promotion Mix

strategies are not new to educational institutions, their integration, coordination, and evaluation are rare in these institutions.

In order to facilitate the coordination and evaluation of the promotional activities, marketing writers advised that a marketing communication process be followed. The first phase in the marketing communication process is determination of the target audience. Kotler (1986) noted that "the target audience will critically influence the communicator's decisions on what is to be said, how it is to be said, when it is to be said, where it is to be said, and who is to say it" (p. 488). The second phase involves determination of the objective of the communication. Figure 2.4 portrays a continuum of an individual's position concerning products, ideas, and services of any organization.

An individual is either aware or not aware of an organization's mission and activities. Not all those who are aware actually comprehend the importance of the organization's offer or product. Also, only a particular percentage of those who comprehend develop a preference for that particular organization's product. Jenkins (1983) noted that competition from rival products, attrition, and memory lapse could prevent many consumers from acting as intended by an organization. But of those who act, a particular percentage who are not satisfied might terminate further action while those who are satisfied are expected to continue to act favorably. The objective of a promotion mix therefore depends on the audience and on what level of the continuum an organization is interested.

The third phase of the marketing communication mix or promotion mix is the determination of dollar appropriation or budget. Theoretically, budgetary allocation depends on the cost-benefit analysis. This point is emphasized by Engel, Warshaw, and Kinnear (1987): "the firm should continue to advertise until the costs of new business exceed the sales revenue per unit" (p. 213). However, many organizations often find difficulty in quantifying in monetary terms the benefits accruing from a particular

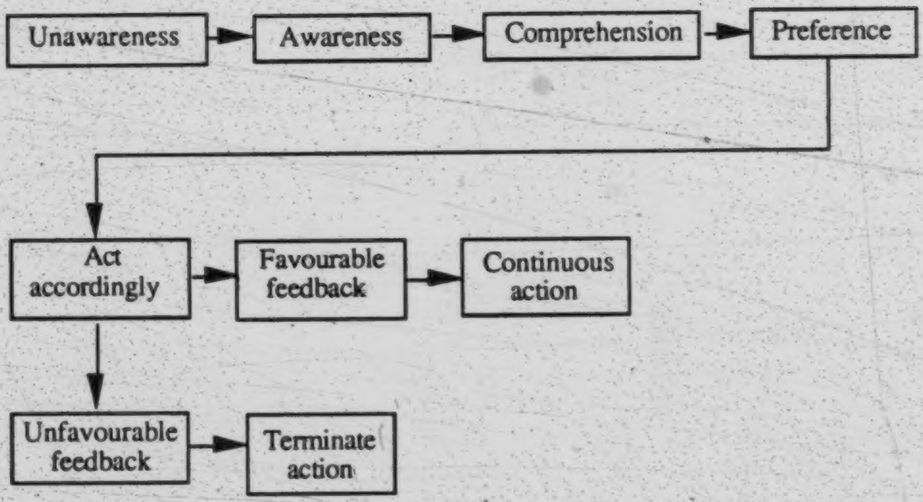

Unawareness
Awareness
Comprehension
Preference
Act accordingly
Favourable feedback
Continuous action
Unfavourable feedback
Terminate action

Figure 2.4. The Market Continuum Model of Consumer Behavior

promotion effort. Therefore, various methods for allocating promotion budget abound in practice. These methods include arbitrary allocation, percentage of sales, return on investment, competitive parity, extent of resource availability, and objective-and-task-based allocation (Engel, Warshaw, and Kinnear, 1987). These authors also indicated that the objective-and-task-based approach has been described as the best, especially as it offers a basis for evaluation.

Following dollar appropriation comes the stage of determination of promotion strategies and tactics. Each promotion element is further developed and integrated to provide a strategy (broad approach) and tactics (specific actions or steps). Among the determinants of strategy and tactics are the type of technology present in the environment and the expertise of those involved. According to Engel, Warshaw, and Kinnear (1987), the ultimate success of promotion strategy and tactics lies with their effective coordination and integration.

The last step in the promotion process is the setting up of techniques for evaluation and follow-up. The purpose of evaluation is to provide a mechanism for control. In order to be effective, a bench-mark study to determine the situation is often conducted. After a period of promotion efforts, a second bench-mark or "tracking" study is conducted to determine the results of the promotion efforts (Jenkins, 1983). Management's subsequent actions are often determined by the results of the evaluation.

Promotional activities, to be effective, must be well planned, adequately funded, structured, and timed (Jenkins, 1983). The combination of these activities creates an integrated promotion program.

Several of the promotional strategies are applicable to educational services. For example, the idea of a market continuum model is used in what Ingersoll (1988) called "conversion ratios" under enrollment management. The author advised that educational institutions should identify the percentages of inquiries converted to applications, completed applications, acceptance, confirmation, and enrollment (p. 16). This model can be expanded to include the percentages of the enrolled students that graduated and those who continue to identify with the institution through alumni activities and donations. A conversion ratio can be worked out in virtually any area where exchange takes place. For instance, this technique can be used to isolate factors affecting each of the stages involved in solicitation for donation to actual donation, and the stages involved in the exposure of a group of people to an institution to the actual development of a positive opinion about the institution.

Pricing or Price Mix

In a free economy, price is a major determinant of economic activities. Kotler (1972) pointed out that "the price mechanism affords an elegant rationale for the efficiency of a competitive, free-enterprise system" (p. 515). The price mechanism decides what goods or services will be produced, how they will be produced, and for whom they will be produced (Gwartney & Stroup, 1982). Stanton (1981) also commented that "price thus is a regulator of the economic system because it influences the allocation of these factors of production" (p. 221). Berkowitz, Kerin and Rudelius (1986) described price as "the money or other considerations exchanged for the purchase or use of a product, idea, or service" (p. 693). According to Rosenberg (1977), pricing is the "art of translating into quantitative terms (dollars and cents) the value of the product to customers at a point in time" (p. 328). Pricing is important to the management of any establishment, not only because it determines the value that the public is ready to exchange for its products and services, but also because it has a direct effect on revenue, returns, or rewards accruing to the organization over a period of time.

As explained by Berkowitz, Kerin, and Rudelius (1986), pricing constraints are factors that limit the latitude of prices that an organization may set. Kotler (1986) further explained that these constraints could be external or internal. The price set by a firm depends on the nature of the product, the stage of its life cycle, the position of the firm in the industry, the type of industry, the characteristics of the consumers (demand), the cost conditions of the firm, the objective of the management, the price elasticity of the product or service, government regulations, and social responsibilities.

Shapiro (1981) described a price mix as "the total pattern of a firm's policy regarding raising and lowering prices to meet competition, and the lines on which it will take actions" (p. 198). It is made up of strategies and tactics combined at a particular time to achieve marketing objectives.

The first step in a pricing program is to clearly identify all the constraints surrounding the firm. As mentioned earlier, these constraints define the external factors but also reflect the internal factors. For example, the costs of production, transportation and delivery, and marketing efforts are a few of the internal factors affecting pricing program. The next step is the determination of the pricing objectives. Rosenberg (1977) identified three major types of objectives: (a) profit-oriented objectives which include profit maximization objective, target rate of return on investment, and satisfactory profits objectives; (b) volume-oriented objectives which include maximization of sales revenue, maximization of market share, and maximization of customer volume; and (c) status-quo-oriented objectives which include maintenance of market share, meeting competition, maintenance of image, maintenance of stable prices, achievement of certain markups, and recovery of costs.

The pricing objectives set determine what strategies and tactics should be adopted. For example, in pricing a new product or service, a firm may apply either a skimming strategy or a penetrating strategy. A skimming strategy requires a high price sufficient to cover the costs of research, development, and promotion. A penetrating strategy "involves pricing the product relatively low to capture the largest possible share of the market" (Nickels, 1978, p. 257). Various pricing strategies common in marketing literature include adaptive pricing, competition-oriented pricing, cost-oriented pricing, customary pricing, demand-oriented pricing, market price pricing, leadership pricing, product-line pricing, target pricing, and uniform pricing or single-price policy (Nickels, 1978).

Common in marketing literature are price-adjustment strategies. These types of strategies become necessary to "account for various customer differences and changing situational factors" (Kotler, 1986, p.393). These adjustment strategies include discount pricing (cash discounts, quantity discounts, functional discounts, seasonal discounts, and allowances), discriminatory pricing (based on customers' differences, product forms, places, and time variations), and psychological pricing. Commenting on psychological pricing, Kotler (1986) stated that "some psychologists argue that each digit has symbolic and visual qualities that should be considered in pricing. Thus 8 is symmetrical and creates a soothing effect, and 7 is angular and creates a jarring effect" (p. 395). Other types of price-adjustment strategies are promotional pricing and geographical pricing–FOB (free on board) origin pricing, zone pricing, uniform delivered pricing, basing-point pricing, and freight absorption pricing are some of the examples of geographical pricing (Kotler, 1986).

Pricing or the determination of educational cost to students is becoming increasingly important to educational administrators. As a society continues to shift from the concept of universality to that of user-pay, as the government grants to education continue to shrink, and as educational costs continue to rise, educational institutions will have little or no option than to rely more on funds that can be generated through students. This situation demands that educational administrators understand pricing strategies and how they can be employed in their institutions. In addition, educational administrators operating cost-recovery programs need to understand and employ an effective pricing strategy. Factors affecting pricing or tuition in education include government policy, accessibility, what is charged in other institutions in the same environment, the perceived value of a particular program, the perceived reputation of the institution, and the cost of offering the program. Research studies which explain the relative importance of these variables to tuition level and evidence showing a systematic process for arriving at tuition level in educational institutions are rare. A comprehensive adoption of marketing would, however, require price sensitivity and continuous research to determine the effect of tuition on enrollment.

Place Mix

"Place" in marketing stands for the "various company activities that make the product available to target consumers" (Kotler, 1986, p. 43). It describes the distribution or the delivery function of an organization. Place is the function that bridges time, place, and ownership gaps that exist between a producer and its consumer. There are two basic sections of distribution commonly discussed in marketing literature–channels of distribution and physical distribution.

Usually, four types of distribution channels exist in marketing based on the number of channel levels: (a) a zero-level channel as in the case of producer to consumer; (b) a one-level channel with only one intermediary (usually a retailer); (c) a two-level channel containing two intermediaries (a wholesaler and a retailer); and (d) a multiple-level channel containing any number of intermediaries, usually more than two. Since production is not completed until the product has reached the consumer, distribution, therefore, plays a vital role in marketing. A system approach to marketing calls for the integration of distribution considerations into the management decision. Various factors influence the choice of the distribution pattern adopted by an organization. The factors listed by Kotler (1986), Mellott (1978), and Peterson (1977) include the characteristics of the products, the characteristics of the consumers, the location of the organization, the environmental constraints (strategies adopted by the competitors, economic conditions, and legal requirements), the technology available, and the strength of the organization.

The method of delivering a particular educational service constitutes the distribution function. Various methods exist in education among which are direct teacher to student (zero-level channel), computer-assisted instruction, and distance education. In educational marketing, the primary purpose of the distribution function is to ensure that students receive educational services in the most satisfying manner. To achieve this, many factors including the right timing, right cost, best form as perceived by the recipients of educational services, and the strengths and limitations of the institution need to be put into consideration.

The Strategic Marketing Process

In order to provide a systematic approach to the numerous marketing variables, elements, and efforts involved in developing a marketing plan, a process which shows the flow of activities and the relationships among marketing constructs is used. Marketing is a process that provides techniques for making complex management decisions in an exchange-dependent environment. Nickels (1978) explained that "to say marketing is a process means simply that marketing is a continuing development, or a series of activities, involving many changes" (p. 10). Within this process there are stipulated steps or phases that management follows almost rigidly. The marketing process, therefore, consists of steps taken by management to arrive at a marketing plan.

The strategic marketing process is an aspect of an organization's strategic management process. According to Berkowitz, Kerin, and Rudelius(1986), while the strategic management process "involves the steps taken at an organization's corporate and divisional levels to develop long-run master strategies for survival and growth," the strategic marketing process "involves the steps taken at the product and market levels to allocate its marketing resources to viable marketing positions and programs" (p. 28).

Models of the Marketing Process

Models of the marketing process vary from author to author. Some are simple while others can be described as complex. For example, Stanton's model consists of four levels: (a) analysis of the situation–where are we, and where are we going?; (b) determining the objective–specific, realistic and mutually consistent objectives; (c) selecting the strategies and tactics–how do we get to where we want to go?; and (d) executing and evaluating the plan–how are we doing? Did we do {results} what we said we'd do {goals}? (Stanton, 1981, p. 511). A different model proposed by Kotler (1986) consists of five stages with each step having series of sub-steps:

> 1. Organizing the marketing planning process (strategic planning and marketing planning, marketing research, and information system).
> 2. Analyzing market opportunities (marketing environment, consumer markets, and organizational markets).
> 3. Selecting target markets (measuring and forecasting demand, market segmentation, targeting, and positioning).
> 4. Developing the marketing mix (design products, pricing products, placing products, and promoting products).
> 5. Managing the marketing effort (developing competitive marketing strategies, implementing, organizing, and controlling marketing programs). (Kotler, 1986, p. 31)

Figure 2.5 is a model which attempts to integrate all the steps commonly found in marketing literature.

The Environmental Factors

The environmental factors are described by various authors (e.g., Berkowitz, Kerin, & Rudelius, 1986; Udell & Laczniak, 1981) as the external and the uncontrollable factors. According to Berkowitz et al. (1986), these factors are largely

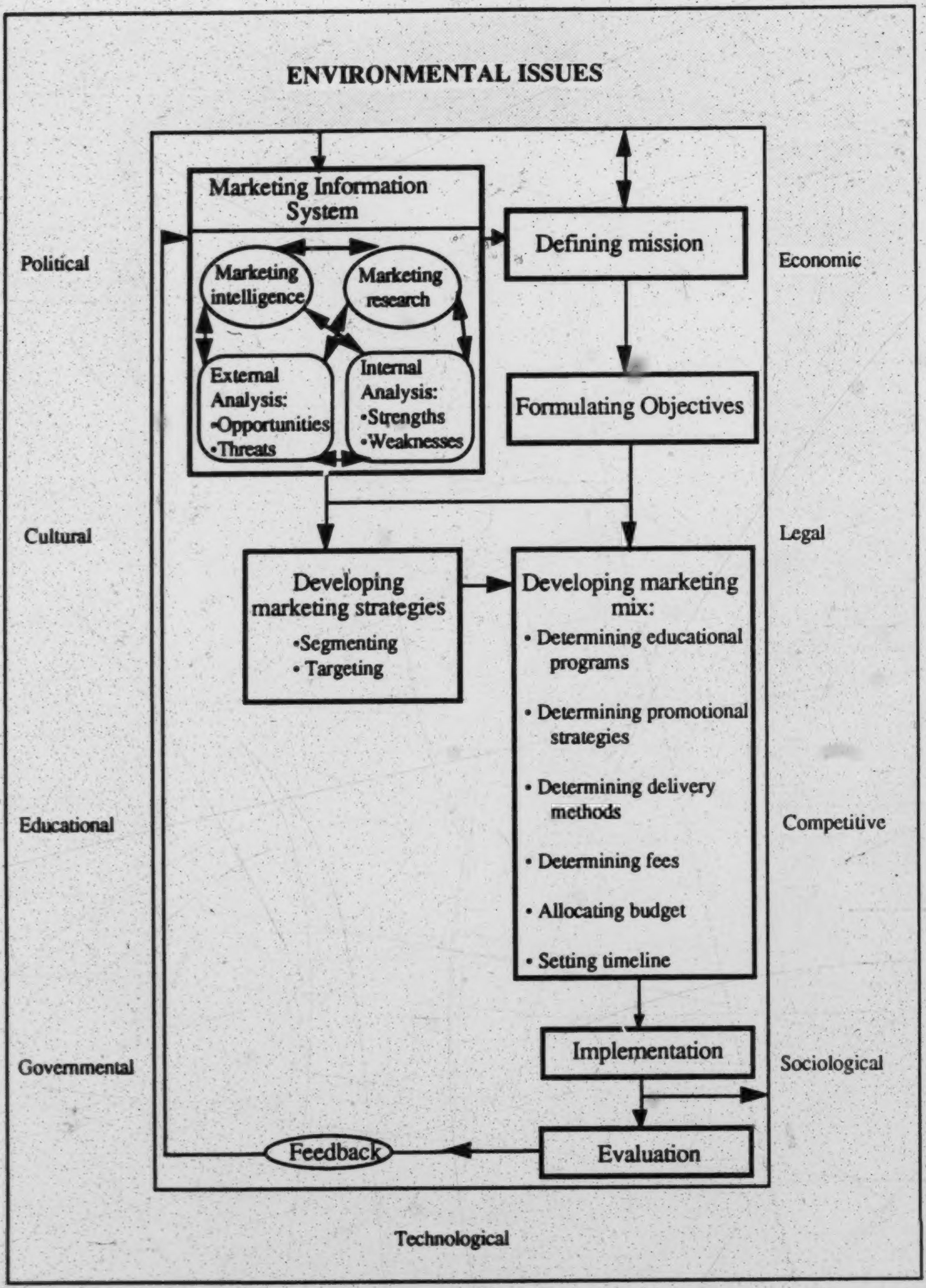

ENVIRONMENTAL ISSUES
Political
Cultural
Educational
Governmental
Economic
Legal
Competitive
Sociological
Technological
Marketing Information System
Marketing intelligence
Marketing research
External Analysis:
•Opportunities
•Threats
Internal Analysis:
•Strengths
•Weaknesses
Defining mission
Formulating Objectives
Developing marketing strategies
•Segmenting
• Targeting
Developing marketing mix:
• Determining educational programs
• Determining promotional strategies
• Determining delivery methods
• Determining fees
• Allocating budget
• Setting timeline
Implementation
Evaluation
Feedback

Figure 2.5. Marketing process in the educational sector

beyond the control of the marketing department and its organization; they categorized them into five groups–social, technological, economic, competitive, and regulatory.

The social forces include the characteristics of the population, the income distribution, and the tastes, life style, and values of the people. There is no organization, either private or public, that is not subject to some extent, to the prevailing *zeitgeist*, that is, "the spirit of the times" (Udell & Laczniak, 1981). Thus, the inception of consumerism continues to have impacts on businesses. Demographic characteristics of a society also exert influence on both the organization's mission and its volume of operations. The social and cultural factors also include the changing role of different segments of the population (for example, women) and the changing attitudes and beliefs of the entire population. Educational institutions are also subject to the social factors. Ingersoll (1988) noted that shifts in attitudes of people, changes in student demographics, and changes in student expectations have far–reaching consequences for educational administration.

Similarly, Udell and Laczniak (1981) stated that

> Only a few decades ago television, chemical fibres, satellite communications, radios, and hundreds of other products so commonly accepted today were completely unknown. The advance of technology has created new industries and destroyed old ones, altered prices, and literally revolutionized life-style. (p. 49)

The authors warned that "the management of few, if any, industries can afford to be complacent about technology" (pp. 49-50). Berkowitz et al. (1986) predicted that "the future of buying and selling products (and services) will change with further developments in interactive home shopping" (p. 72). The type and level of technology available would influence curriculum contents and delivery in educational institutions.

Economic factors can be further divided into macroeconomic conditions and microeconomic conditions. Macroeconomics deals with conditions within a society as employment, production, price levels, and the problems of growth, both actual and potential. Microeconomics deals with individual household economic problems and allocations within the economy (Lipsey, 1983). Since the economy provides a background for every educational institution, its conditions affect all institutions; for example, the size of an educational budget depends, among other things, on the wealth of the society.

Another group of environmental forces is the level of competition faced by an organization, which refers to the "alternative firms that could provide a product or service to satisfy a specific market's needs" (Berkowitz et al., 1986, p. 74). Several forms of competition can be classified on a continuum from perfect competition to monopoly: other forms include monopolistic competition, duopoly, and oligopoly (Lipsey, 1983). A monopoly exists in an educational market when an institution is the only one offering a particular program, but since no two institutions can be said to offer exactly the same program, most educational institutions operate under monopolistic competition. Competition can also be viewed on two levels–internal competition (from within the country), and foreign competition (from outside the country).

Consciously or unconsciously, competition exists among post-secondary institutions that have the same environment from which they draw their resources. As observed by Rowse and Wing (1982), "competition exists even though the two colleges may not be consciously competing or even aware of the overlap in students interests" (p. 657). Therefore, it is to be expected that some form of competition exists among the post-secondary institutions in Alberta, for example, between the University of Alberta and the University of Calgary, between universities in the Eastern and Western Canada, and between universities in Canada and in the U.S.

The regulatory forces constitute the last group of the external forces. They include legal forces, that is, all laws promulgated on business with regards to the conduct of its activities (Berkowitz et al. 1986), and cultural forces–those norms, ethics, and customs which restrict, control, and direct business activities. Regulatory forces may affect any level of marketing process. For example, there are laws regulating competition, product development, pricing, promotion, and distribution of products and services. In many places, what to teach, how to teach, who to teach, and who may teach are all affected by various laws, customs, and societal expectations.

Marketing Information System

While environmental forces influence every organization, their effects on the organization are largely determined by the activities within the organization. Therefore, whether or not an external factor is viewed as an opportunity or a threat depends on the steps taken by the decision-makers to convert the threats into opportunities.

Kotler (1986) defined "marketing information system" as "a continuing and interacting structure of people, equipment, and procedures to gather, sort, analyze, evaluate, and distribute pertinent, timely, and accurate information for use by marketing decision makers to improve their marketing planning, execution, and control" (p. 757). While the marketing intelligence system connotes the set of sources and procedures for obtaining everyday information from the environment, marketing research is the systematic design, collection, analysis, and reporting of data related to marketing (Kotler, 1986).

The task of a marketing information system is to provide information about threats and opportunities by scanning both the internal and external marketing environment. According to Udell and Laczniak (1981), a marketing information system is set up to bridge the gap between the organization and its environment.

The third phase of the model of marketing process presented in Figure 2.5 is situation analysis, which is an assessment of the organization's external and internal situations. Markin (1982) emphasized that the situation analysis requires "studying the firm's history, what it has done and with what success. It also demands a careful scrutiny of what the firm is doing now and with what results" (p. 200). The situation analysis also involves "SWOT" analysis–Strengths, Weaknesses, Opportunities, and Threats of the organization. Organizational strengths consist of areas of comparative advantage (in personnel, resources, locations, image, and so on), while weaknesses consist of areas of comparative disadvantage. Problems existing in the organization's environment may not necessarily constitute threats, and given adequate resources and time they may be converted into opportunities. Threats are those problems that pose a challenge to the organization and if left unresolved may have adverse effects on the organization.

Research is a common activity with educational institutions. Most of the post-secondary institutions in North America have offices charged with the responsibility of conducting institutional research. However, writers on educational marketing such as Ingersoll (1988), have criticized these institutions for lack of marketing research and optimal utilization of the data generated from their institutional research efforts. All the phases or stages of the marketing process are affected by the level and quality of information generated through valid research activities. Therefore, the effectiveness of the management of an institution is dependent upon the information generated by the ongoing situation analysis that the institution conducts on its environment .

Formulation of Missions and Objectives

Perhaps the most important phase of the marketing process is determining or defining the organization's mission or business. Berkowitz et al. (1986) described an organization's mission as "a statement about the type of customer it wishes to serve, the specific needs of these customers, and the means or technology by which it will serve these needs" (p. 29). These authors pointed out that attempting to define mission or business for an organization can dramatically narrow or broaden marketing opportunities open to it. Rosenberg (1977) explained that

> The organization's self-concept, its organizational mission, is determined in part by the way management thinks society will respond to the organization and in part by the way society does in fact respond. The mission usually takes the form of a broad qualitative definition of the organization. Such well-known corporate slogans as "serving man's need for knowledge", and "partners in progress around the world', are typical examples." (p. 34)

Berkowitz et al. (1986) noted that there are three Cs–the customers, the competitors, and the company itself–that interact to establish the basic character of an organization's business. Stapleton (1986) also advised that "in defining business activity the market must be specified: who is served, why, where and when they are served, with what they are served and how they are served" (p. 23).

Specific goals are developed from organization's mission and from these goals, even more specific marketing objectives are established. Marketing objectives are statements specifying what the organization intends to accomplish in regards to market segment and customer needs. As stated by Rosenberg (1977), these statements include not only the definition of objectives, but also, the priority of the objectives and a time span within which they are to be accomplished. Specific objectives of all the elements in the marketing mix are derived from the marketing objectives. Success or failure of a business organization are therefore determined partially by how well the network of objectives is developed, and by how interrelated, complementary, realistic, and timely these objectives are considering the resource constraints and opportunities the organization faces. The development of objectives also gives the criteria for developing a plan of evaluation.

In order to examine the mission of a post-secondary institution, Kotler and Fox (1985) advised that answers should be provided to the following questions "Who is the consumer? What is our value to the consumer? What will our business be? What should our business be?" (p. 77). As in the corporate world, the mission of an educational institution determines goals, objectives, and activities that the institution attempts to implement.

Targeting Consumers

Because of differences in socio-economic attributes, demographic identities, ethnic affiliations, psychological attributes, buying motives, and geographic attributes, no organization can expect to appeal to everybody–at least, not to everybody in the same way (see Kotler, 1986; Mellott, 1978). Although some organizations attempt to appeal to everyone, modern organizations are realizing the need to target specific consumers. Three approaches are common today: (a) mass marketing–expecting everybody to buy the same offering; (b) product-differentiated marketing–producing a line of product, with different features, styles, quality, sizes, and so on with the aim to appeal to all; and (c) target marketing–attempting to meet the needs of a specific market segment (see Berkowitz, et al. 1986; Kotler, 1986; Rosenberg, 1977).

The process of target marketing involves three stages–market segmentation, identifying targets, and positioning one's product. Market segmentation is described by Aaker (1972) as "the development and pursuit of marketing programs directed at subgroups of the population that the organization could potentially serve" (p. 2). Three types of market segmentation are commonly identified in marketing literature: no market segmentation, complete market segmentation, and partial market segmentation based on income, age, place, or time. Target marketing involves the selection of one or two segments that are most attractive based on the strengths of the organization. Market positioning is the stage that requires the formulation of a competitive positioning for the product and a detailed marketing mix (see Kotler, 1986). There is little or no evidence in the literature examined that suggests that post-secondary educational institutions engaged in any targeting strategy.

The next stage in the strategic marketing process is the development of a marketing program or mix. This stage is followed by implementation and evaluation stages. Kotler (1986) reiterated that "successful implementation depends on having the right people doing the right things within the right organizational structure and climate" (p. 46). Implementation is not restricted to any level, as all levels within the organization are involved in this exercise. The same is also true of evaluation. While some organizations develop an on-going monitoring process, others conduct periodic evaluations usually based on time or task.

Berkowitz et al. (1986, p. 538) identified these important requirements of an effective marketing plan: measurable and achievable objectives; a base of facts and valid assumptions; simple, but clear and specific plans; complete and feasible plans; and controllable and flexible plans. They warned that plans based on obsolete data, poor assumptions, misinterpreted customers' needs, and inadequate involvement of important corporate personnel are doomed to fail from the beginning.

Marketing Organizational Structure

Mellott (1978) argued that "two requirements for success in applying the marketing concept (that is in making a firm truly marketing oriented) are (a) management support, and (b) a proper organizational structure. The company's chief executive must take the lead in putting the concept into practice" (p. 13). Rosenberg (1977) agreed that "putting the marketing concept into practice depends upon a carefully thought out organizational structure" (p. 26). Kotler (1986) added that "the company's formal organization structure plays an important role in implementing marketing strategy" (p.

614). The importance attached to organizational structure is evident in the marketing literature.

Although marketing literature (see Kotler, 1986) suggests that different structures are necessary for different strategies, there is no one best organizational structure prescribed. However, two important factors are of concern in the literature. First, there is a need for top level management to embrace marketing concepts and to actively communicate marketing thoughts to all levels within the organization (see Mellott, 1978). Second, there is a need for an overall coordination by a specific designated office which should be located at the top management level or, at least, have direct access to the top management level. According to Mellott, successful implementation of marketing strategy requires that "all the activities of the implementation system must support the strategy being implemented. But the action program, organization structure, decision and reward systems, people, and company style and culture must also be consistent with one another" (p. 619). The need to be responsive to a changing environment requires a flexible structure; hence, the two major characteristics of a marketing-oriented organizational structure are adhocracy and pragmatism. As explained by Spillard (1985),

> the major task of a marketing planner when confronting the need to design or redesign his own organization and its links with other units (or a chief executive when deciding upon the way a total organization should be structured so that its marketing activities are effective) is to select the correct patterns from among a variety of choices. This choice is only seldom made independently of a wide range of constraints and does not necessarily follow from autonomous analysis. More frequently it is ad hoc and severely pragmatic. Nevertheless, choices are available and a decision problem therefore does arise. (p. 2)

Marketing of Services

Modern marketing literature draws attention to the unique nature of services and the problems encountered in the marketing of services. Traditional marketing is oriented toward "goods" or physical products rather than "services" (see Cowell, 1984; Kotler, 1986; Rathmell, 1966; Shostack, 1977). Therefore, marketing concepts, processes, and procedures were developed primarily to facilitate the exchange of physical goods. Some service managers/administrators who attempted to market their services fell into the error of a wholesale adoption of product marketing strategies without adequate consideration of the differences between products and services. Shostack (1977) and Gronroos (1978) suggested that marketers would be myopic if they assumed that a willy-nilly adoption of product marketing to service marketing is possible without a critical examination of the unique nature of service.

Since education is a service, a discussion of service marketing which includes service characteristics and implications is considered important in a review of literature on educational marketing. A summary of this discussion is provided below.

Major Characteristics of Services and Marketing Implications

Several attributes of services have been identified in marketing literature. The attributes of services considered by most writers (for example, Rathmell, 1966; Shostack, 1977; Thomas, 1978) to have important implications for marketing include intangibility, inseparability, inconsistency or variability, and non-inventoriability or perishability.

Intangibility. The definition of service in marketing indicates its intangible nature (see Kotler, 1986). Since services cannot be seen, tasted, felt, heard, or smelled before they are bought, they present unique problems in marketing (see Berkowitz, Kerin, & Rudelius, 1986; Cowell, 1984; Gronroos, 1978; Kotler, 1986; Levitt, 1985; Thomas, 1978). A major marketing problem encountered in service marketing is how to obtain consumers' confidence before they make their purchases. Kotler (1986), Shostack (1977), and Thomas (1978) offered several suggestions to reduce the problem of intangibility among which are emphasizing service benefits rather than their features and developing brand names to distinguish service providers.

Inseparability. Another problem presented by service marketing is the fact that services depend on the people who provide them, thus, they cannot be separated from the provider. This problem of inseparability means that the quality of services constantly depends on the provider and that the services cannot be provided in advance, neither can services be produced en masse. To get around these problems, Levitt (1972; 1981) called for minimizing the human factor by greater application of technology (both hard and soft) in services. Donnelly (1976) called for a conceptual differentiation of service production and service distribution in order to attend to their details differently.

Inconsistency or variability. Since services depend on people, they are highly variable. The quality is inconsistent and, to some extent, unpredictable. Another problem inherent in this is that consumers may not even know what they are getting until they did not get it (see Cowell, 1984; Levitt, 1981). Levitt's (1981) recommendation of industrializing services is expected to lessen the problem of variability. Kotler (1986) also recommended the following actions: good personnel selection and training, monitoring customer satisfaction, and acting promptly to correct defects detected. The service provider must set standards for performance and then take steps to see that the performance standards are met.

Perishability. Services are consumed at the time of their production, therefore, services cannot be inventoried (see Berkowitz et al. 1986; Levitt, 1977; 1981; Lovelock & Quelch, 1983; Rathmell, 1966). This presents demand and supply problems, especially at a period of fluctuation. Sasser (1976) has recommended steps to minimize these problems both on supply and demand sides. The recommendations include differentiating pricing, cultivating nonpeak demand, complementary services, and reservation system–on the demand side; and making use of part-time employees, peaktime efficiency routines, increased consumer participation, shared services, and facilities making potential expansion possible--on the supply side (pp. 133-140).

All these unique problems present themselves in educational marketing. Education is intangible in that it cannot be seen, tasted, felt, or smelled before it is purchased. The provision of educational services cannot be separated from the provider; the quality of these services also varies with the mood, energy, and enthusiasm of the provider; and, above all, these services cannot be inventoried. Strategies recommended for reducing these problems in business may be applicable to educational institutions; for example, the development of a logo often raises the tangibility of the services provided by an institution.

Service Marketing Mix

The traditional elements in marketing mix have been criticized as inadequate to cover the requirements of services (Booms & Bitner, 1981; Conwell, 1984). These authors presented three additional elements to product, price, place, and promotion. Their additions are people, physical evidence, and process. Conwell (1984) emphasized that people are of extreme importance in service marketing. This is not restricted to the direct provider, but it includes those who provide operational roles, for example, clerks, secretaries, and so on. He argued that consumers are more likely to perceive the quality of a service through the relationship of the people involved. Educational marketers have also indicated that office atmosphere can have effects on student's perception of educational quality (Kotler & Fox, 1985). Physical evidence includes "elements like the physical environment (furnishings, color, layout, noise) the facilitating goods that enable the service to be provided. . . ." (Conwell, 1984, p. 73). The process involves how the whole system operates. How the system functions, according to Conwell (1984), can have important effects on the perception of consumers of services.

Other features of services include the use of rates, fees, tuitions, contributions, charges, and interests to describe payments for services rather than prices as used in product marketing–these features have limited marketing implications. The receiver of services is often described as a client rather than a customer. Marketing two different products may have more in common than marketing two different services. Price-making practices are found to vary greatly within the service sector (Rathmell, 1966). Also, services are often more regulated by their professional associations than the public as a whole.

To be successful in marketing services, Schmalensee, Bernhardt, and Gust (1985) advised that the establishment must have a president or top administrator who values marketing and must set corporate values or creeds that are consistent. They reiterated that "consistency is more than the absence of inconsistency. It is also a harmony among all aspects of the service firm" (p. 17). Blank (1985) recommended quality product (service), easy access to the product, development of effective transaction marketing offers, and good customer service. Ayers and Shulman (1985) suggested the need to use research to determine customer service. Kotler (1986) identified comparison shopping, periodic customer surveys, suggestion boxes, and complaint handling systems as devices that an organization or a post-secondary institution can use to determine what kind and level of service is required and what is the satisfaction level of present clients. He further explained that "the task is not to minimize complaining behavior, but to maximize the customer's opportunity to complain so that the company can know how it is doing and disappointed customers can obtain satisfaction" (p. 321). Shanahan (1985) advised that service be considered at three levels–the core service, the service adjunct, and the entire service–in order to attend adequately to the details of each level.

Marketing in Non-Profit Organizations

Non-profit organizations encounter unique marketing problems, hence, the need exists for separate consideration of their unique characteristics (Montana, 1978). Rados (1981) cautioned for-profit marketers to approach non-profit marketing carefully, putting its unique characteristics into consideration. Although Kotler and Andreasen (1987) suggested that every organization, profit or non-profit, engage in marketing, they also suggested the need to pay attention to the uniqueness of non-profit marketing.

Attempts to define and classify non-profit organizations have been difficult in marketing literature. If the non-profit feature is chosen as the basis of the definition, it is not uncommon for a non-profit organization to own and run a for-profit unit. For example, New York University, which is legally a non-profit organization, used to own and run a spaghetti factory–a for-profit unit (Rados, 1981). Also, the trend in post-secondary institutions today has been a gradual move towards cost-recovery (in some cases the desire for limited profit) ancillary services. Smith and Rosenbaum (Kotler and Andreasen, 1987) suggested that organizations be classified on the basis of sources of funding. These are profit, government revenues (taxes, grants, bonds, etc.), and voluntary donations. However, various organizations may not fit these categories as in the case of those that derive their revenues from two or more sources. Hansmann (1980) suggested that organizations be classified according to two sets of characteristics: donative or commercial, and mutual or entrepreneurial. While a donative organization derives its revenue primarily from donations, a commercial organization derives its revenue primarily from charges to users. Also, while mutual organizations are primarily controlled by users, entrepreneurial organizations are primarily controlled by professional managers.

Planners of marketing strategies must take the differences existing in these categories into consideration. For example, strategies that may work well for a donative mutual organization may not be all that successful in a commercial-entrepreneurial organization. Kotler and Andreasen (1987) identified some of the problems encountered in non-profit organizations. In a donative organization, these authors identified two problems namely, restrictions placed by external funding agencies and two-fold marketing task (targeting both the clients and the donors at the same time). Also, when public funds are used to finance non-profit organizations, what the organizations do and do not do falls under the public scrutiny. In addition to this, marketing has had difficulty in gaining acceptance in a number of non-profit establishments, especially where marketing is viewed as a waste of public money, intrusive, and manipulative (Kotler & Andreasen, 1987).

Another common problem cited by these authors is judging marketing by non-marketing standards. This problem is escalated in circumstances where the benefits of a marketing effort cannot be directly measured. Other problems include the lack of sophisticated data in non-profit marketing as compared to for-profit marketing, and the tendency for the consumers to either attach emotion or be outrightly indifferent to the products or services of a non-profit firm.

Most educational services are provided under a non-profit arrangement. Therefore, strategies developed for non-profit marketing are applicable to most educational marketing. Most educational institutions in North America can be described as donative organizations; hence, the problems identified by Kotler and Andreasen (1987) apply to these institutions. For example, some restrictions are often externally imposed on how educational institutions can spend their funds and yet these institutions must engage in multi-dimensional marketing–attempting to reach students, donors, employers, corporate clients, the general public, the government and other publics.

Apart from these problems, educational administrators often confront the problem of having to justify the need to spend "hard money" on marketing activities.

Summary

The meaning of marketing is context-bound. It depends on the level of the understanding of the definer, his intent, the level of the economic development in the immediate environment, the expectations of the society, and the orientation of the organization or institution engaged in marketing. Marketing may be defined broadly or narrowly. Depending on the definer's ideological persuasion, marketing may be viewed as a positive or a negative force in the society. For this study, the Kotler and Fox (1985) definition which stated that marketing is "the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives" (p. 6) was used.

In a free society, every organization or institution that engages in exchange with its environment also engages in some form of marketing. The type of marketing ranges from production-oriented marketing to societal marketing to macromarketing. Whatever the type of marketing, four variables are normally considered the key variables constituting the marketing mix. These include product, price, promotion, and place or delivery. Each of these variables may be considered as separate, but they must be integrated with the other variables. The combining of marketing and technology allows the development of several strategies: market penetration, product development, market development, or diversification.

The many marketing elements, variables, and programs are integrated together in a systematic manner through marketing process. This process includes defining the institution mission, conducting marketing research, formulating institutional objectives, developing marketing strategies, developing marketing mix, implementing marketing program, and evaluating the implementation.

To be successful, the marketing process must be adopted and implemented in an integrated marketing-oriented institutional structure. This type of structure requires that marketing should start from the top, that the marketing activities be headed by a top-level administrator, and that the top administrators convey their approval of marketing to all levels in the institution.

Education is a service industry and it is normally provided by a non-profit organization. The marketing of a service in a non-profit organization requires that the characteristics of the service–intangibility, inseparability, variability, and non-inventoriability–be taken into consideration. The ultimate benefits of marketing of post-secondary institutions largely depend on the educational administrators' understanding of marketing as it exists in the business world and how it can be appropriately adapted to meet the needs of their institutions.

CHAPTER 3

OVERVIEW OF HIGHER EDUCATIONAL SYSTEMS

How many institutions of higher education should be established within a province? Where should they be located? What types of programs should they offer? Who should have access to these programs? Who should control these institutions? How should resources be allocated among the institutions of higher education? These central questions pertain to higher education in every nation. They raise issues that cannot be fully discussed without reference to the underlying political/economic philosophy adopted by a country. In this chapter, some of the major ideologies that shape higher education system are highlighted.

Economic/Political Bases of Higher Educational Systems

The higher education system in any society is a function of the economic and other conditions of that society. The stage of economic growth–less developed, moderately developed, or fully developed–affects not only the amount of resources available for a higher education system but also the type of system adopted (see Eurich, 1981). The basis of an economy is an equally important determinant of the higher education system of a society. An economy may be based on agricultural production, as in the case of most of the developing economies, or on industrial production, as in the case of most of the developed economies. Sims (1982) also stated that the system of higher education of any country would be influenced by the country's economic goals.

However, Eurich (1981) stated that "perhaps even more formative than economic aspects in influencing higher education systems is the political structure and stance of the government" (p.7) and that "higher education systems, in overall structure, mirror the political form of their countries" (p. 28). Political forms or systems can be classified in different ways. The collective–liberal continuum constructed by Maynard (1982) provides a relevant basis for classification of higher education systems.

Maynard (1982) believed that the higher education system depends largely on the ideological stance of the government. He identified the two competing ideologies found in every society as collective/socialist and market liberal. Contemporary debates about the finance and administration of higher education are influenced by the debaters' location on the spectrum. While the objective of the collective/socialist ideology is to allocate the scarce education resources regardless of the ability and the willingness of the recipients to pay, the objective of the market/liberal ideology is to allocate on the basis of the ability and the willingness of the recipient to pay (Maynard, 1982).

Another classification which is similarly to Maynard's classification and which describes the extent to which major decisions in education are consolidated or distributed across the sectors is the centralized-decentralized continuum. Millett (1978) hypothesized that

> the more pluralistic the socio-political structure, the greater the diversity in the organization and operation of institutions of higher education. The more monolithic the socio-economic structure, the more positive and determined are the thrusts toward governmental planning and management. The more evident the unitary organizational arrangement of the nation, the more highly centralized are the planning practices and the fewer the evidences of institutional autonomy. The more federally organized the nation, the more planning practices are decentralized and the greater are the differences in the types of higher education planning and management practiced. (pp. 14-15)

That is, while federal states tend to decentralize their higher education system, unitary states tend to centralize their higher education system. However, the degree of centralization or decentralization varies from one country to another, depending on the ideology and insights of the government in power. For example, those inclined toward socialism tend toward centralization while those inclined toward liberalism tend toward decentralization (Maynard, 1982); and those inclined toward authoritarianism tend to be highly centralized while those inclined toward democracy tend to be highly decentralized (Eurich, 1981). Clark (1983) also indicated that while unitary governments tend to adopt a single system of higher education (for example, Italy, Spain, and Sweden), federal or decentralized governments tend to adopt multiple systems of higher education (for example, Canada, Australia, and Mexico) or public and private systems of higher education as in the case of the United States of America and Japan. However, recent developments in Australia where a unitary system of higher education has been adopted, provide an exception.

The Role of Higher Education

Higher education is not only influenced by the political/economic structure, but also by the perceived role of education in a society. According to Kerr (1978), countries are more likely to set goals for higher education where a country has a planned economy (Poland, before the December 1990 election), where a country is operating on the basis of a consensus among divergent ideologies (Sweden), where a country is currently developing its higher education (Iran), and/or where a country is undertaking a major restructuring of its higher education system (United Kingdom). This implies that where goals are formally set, it becomes imperative to prescribe systems that could achieve these goals. A system of planning and monitoring, so that progress towards these goals can be ascertained, would then be established.

Other Ideological Persuasions

The position assumed by a government along the centralized-decentralized continuum may also be influenced by other ideological persuasions of those involved in government affairs. For example, while a perennialist may advocate a centralized, one-sector higher education system, an essentialist may advocate diversity in the form of a decentralized, multiple-sector higher education system. Also, while a reconstructionist may advocate a planned, regulated higher education system, a progressivist may advocate a higher education system based on the needs, tastes, and demands of the people. Therefore, the system of higher education would be influenced by the extent to which a country tends toward manpower planning or toward social demand.

State-Market System of Higher Education

Clark (1983) provided another classification which is similar to those discussed earlier. This he called the unitary or unified state administration to market linkage continuum. Allocation of resources, including educational opportunities, may be carried out by the state or alternatively be left for the market to decide. This is explained by Lindblom, (cited in Clark, 1983) as follows:

> Historically, the alternative to governmentalization of a national politico-economic system has been the market. And just as hierarchical, bureaucratic, and governmental systems arise from the authority relation, so market systems arise from the simple exchange relation. . . . Not merely a method for reshuffling the possession of things, exchange is a method of controlling behavior and of organizing cooperation among men. (p. 138)

Clark (1983) located six countries on this continuum:

Sweden	France	Britain	Canada	Japan	United States
State Administration					Market Linkage

Clark (1983) argued that no nation is immune to movement (in either direction) along this continuum. For example, as explained by Hextall (1988), Britain has shifted considerably toward the market linkage. While Canada may be described as a decentralized system at the national level, there is a considerable bureaucratic influence upon higher education systems at the provincial level of government (see Clark, 1983).

The antithesis to the centrally or state-administered higher education system is the market-administered higher education. Allocation and coordination of resources are carried out through the market mechanism. As explained by Clark (1983), "one coordinating function of a market system is constant occupational reassignment, with consumer preferences and occupational preferences reconciled in a reshuffling of labour from one field to another, one specialty to another" (p. 162). In higher education systems, three market scenarios can be identified–consumer markets, labour markets, and institutional markets (Clark, 1983).

Clark (1983) described consumer markets as conditions under which "people normally exchange money for desired goods and services" (p. 162). For example, in education, students exchange money (tuition) for knowledge and skills (services). Clark also argued that "governments use such markets when they award scholarships and other forms of financial aid to individual students that they in turn can choose to spend at various institutions" (p. 162). According to Clark, this type of market is used even when governments directly allocate funds to institutions of higher education. Where students can "vote by their feet" (consumer choice) among institutions, among fields of specialization, and among courses of study, a market is present. Also, once budgetary decisions are influenced directly or indirectly by enrollment, a consumer market exists. The importance of the consumer market to higher education was summarized by Clark (1983) in this way:

> Thus, whenever we note an increase in the capacity of would-be students to afford the costs of higher education, the consumer market has been extended. Whenever there is an increase in the capacity of students to choose among sectors, institutions, or disciplines, the consumer market has been strengthened. This form of market surely has been extended as a coordinating force in a large number of national systems in recent decades as they have become more accessible and more complex. Government officials and academics cannot allocate that much, control all that traffic, make all those decisions for students. Besides, it would be "undemocratic". Thus, increased consumer sovereignty is a fundamental way through which market-type coordination is extended. (p. 164)

The second type of market, the labour market, exists when individuals offer their skills, capabilities, and energies for money. In higher education, for example, faculty and administrative employment constitute such markets. The extent to which a labour market exists varies from one country to another and from one system to another. However, where an individual has the opportunity to move from one occupation to another, from one institution to another, and from one sector to another, the labour market exists (Clark, 1983).

The third type of market–the institutional market–exists when there is exchange among institutions (Clark, 1983). Institutions often attract resources from other institutions, for example, in higher education, one institution may attract better students and more highly qualified faculty than other institutions. A major determinant of the strength of an institution of higher education to attract resources is its reputation. Clark (1983) emphasized that "highly valued institutions may come to sit astride the whole structure and, as they do so, they commonly generate the tides of academic drift, whereby enterprises imitate and converge, as well as heavily guide the choices of consumers and personnel" (p. 165). An institution may derive its market edge (advantage) over other institutions through government action or effective marketing strategies. For example, there is a conscious effort by the government to manipulate the reputation of higher institutions in Japan–as Tokyo University is placed as number one and University of Kyoto as number two by the Japanese Government (Clark, 1983).

Private Institutions of Higher Education

The establishment of private institutions of higher education is a natural extension of a market system of higher education. Many reasons have been given for the growth of private institutions. Brodersohn (1978) emphasized that the inability of government to respond to the spectacular growth of the university student population prompted the establishment of private institutions. Gardner (1979) said that the establishment of private institutions is an extension of democracy. Clark (1983) described the diversity existing in consumers' tastes, interests, and demands as necessary conditions for sector differentiation. Therefore, in any system where private institutions are found, market conditions exist to some extent in its higher education system.

The Reality of a Market System for Higher Education

Consumer markets, labour markets, and institutional markets can exist under different market conditions. There are two types of these conditions, namely, the perfect market and the imperfect market. The imperfect market conditions can be divided further into five categories: monopoly, duopoly, oligopoly, monopolistic competition, and regulated competition. In higher education, a monopoly exists where only one institution of higher education is allowed, by law, to operate in the society. Monopolistic competition exists where, although there are several institutions of higher education, each institution specializes in a particular field. Where there are two institutions of higher education with similar programs, a duopoly exists. Where these institutions are more than two, but few in number, an oligopoly exists. A perfect market requires many institutions of higher education, operating in a completely free atmosphere (for example, free entry and exit from the sector). A perfect market condition is rarely realized even in the world of business, and because of cost and demand considerations, it would be inefficient. Therefore, the best example of the market system of higher education operates under imperfect market conditions and, because of location and the uniqueness of professors, programs, and location, each institution has a limited local monopoly.

Figure 3.1 illustrates a two-dimensional model for classifying all systems of higher education. Only in the first quadrant (upper left) in which all decisions concerning matters such as the fields of study, the number of students, and the type of institution are centrally made with no reference to consumer choice, can it be said that

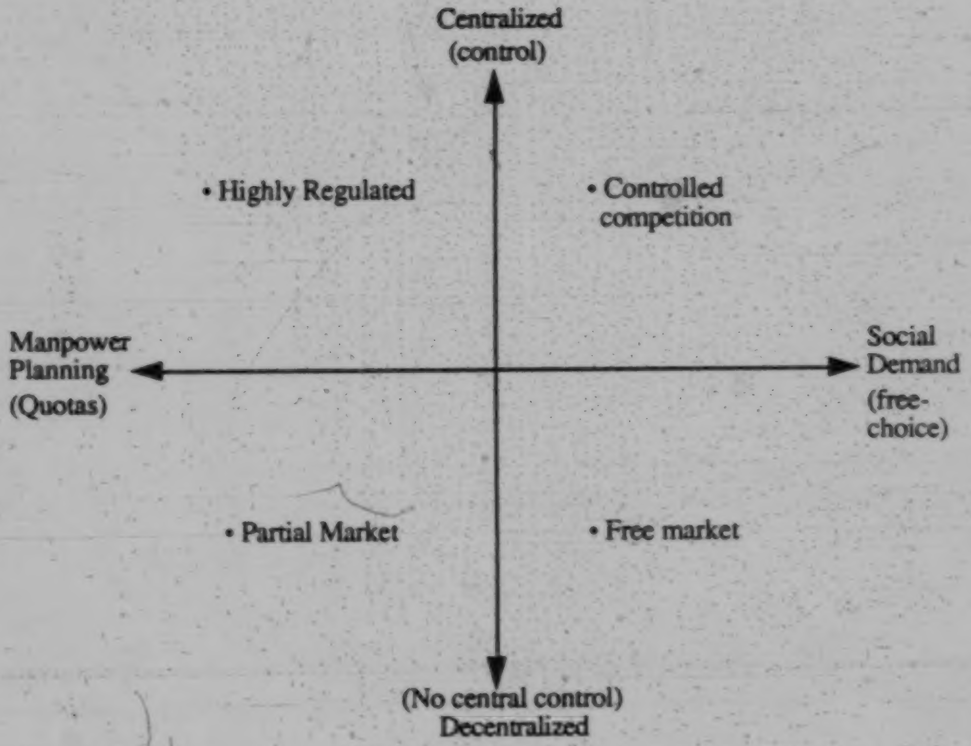

Centralized
(control)
• Highly Regulated
• Controlled competition
Manpower Planning
(Quotas)
Social Demand
(free-choice)
• Partial Market
• Free market
(No central control)
Decentralized

Figure 3.1. Types of Market Systems of Higher Education

there are few or no market conditions. Only in the fourth quadrant (lower right) can the system be described as free market (free competition) system of higher education. The rest are either partial market or controlled competition types of market systems.

Maynard (1982) emphasized that the reality of the education market is a rough and inadequate approximation of liberal nirvana. According to Maynard (1982), the reasons for this are, first, "higher education is generally provided at zero price at the point of consumption" (p. 72). Consequently, consumers (students) have little incentive to search for the most efficient provider of higher education. Second, where quotas are stipulated, institutions have no extra revenue for going over-quota. Third, because of the high degree of regulation (in most cases to protect the quality of the services), new firms (institutions) cannot enter this market with ease. It is not in the best interest of the already established institutions for new institutions to be opened. Fourth, regulations governing the labour market greatly limit competition in higher education. "The process of acquiring tenure (a meal ticket for life!) is minimal in time and in complexity for the average academic " (p. 73) and once attained, rarely given up. Fifth, the incremental salary system is not likely to directly reward initiative and success. Sixth, because of the ignorance of the consumers (students) about the merits of alternative types of higher education, the consumers are placed under a considerable influence of the provider (the academic). These reasons greatly hinder "marketization" of higher education.

Criticisms of the Market System for Higher Education

The market system of higher education has been criticized on several grounds, many of which are at the ideological level; collectivists are more likely to criticize this system on the ideological basis. For example, Bowles (1988) observed that

> educational managers intent on improving financial and popular support for educational expansion have consciously restructured the school system by

> borrowing organizational forms from the site of capitalist production. . . . Educators have not only merely passively followed the dictates of structural delimitation, but have at times actively undertaken the transportation of capitalist practices: they have drawn on the literature and philosophy of business organizations to mold the schools into forms favorable to the needs of capital accumulation and reproduction of the subservient position of workers at the site of capitalist production. (p. 20)

The ethical value of the market system in education has been questioned. Hall (cited in Hextall, 1988) in his own criticism of the market system under Britain's Prime Minister Thatcher, wrote that

> in the discourse of "social market values," Thatcherism discovered a powerful means of translating economic doctrine into the language of experience, a moral imperative and common sense, thus providing a 'philosophy' in the broader sense--an alternative ethic to that of "the caring society." (p. 74)

Hextall (1988) argued that marketization of higher education in Britain is explicitly reactionary and that it is aimed at creating competitive capitalism which would weaken and destroy the working class. The market system of higher education has also been criticized at the micro level. Eurich (1981) noted that in Japan it resulted in an "intellectual horse race" through what is known as *shiken jigolu* (exam hell). Eurich also cited an unethical practice whereby an institution, under the market system, charges admission fees according to candidates' qualifications: the lower the qualification, the higher the fees. Where a market scenario exists, exploitative practices are possible. This circumstance occurs especially where there is inadequate information or where information can be distorted by the provider of the service. To reduce this problem, ethical guidelines can be provided to regulate the behaviors of those involved in the provision of the service.

Another argument commonly found in the literature, against a market-led educational system is inequitable distribution of access to higher education. Some writers expressed concern over the possibility of post-secondary institutions charging exorbitant fees and thus prevent the economically less advantaged but equally intelligent students from obtaining higher education. Tomlison (1989) argued that "in 1988 the state [that is Britain] is ceding its responsibilities to the market place and it is legitimate to conclude that the long-term effect must be to widen the differences in opportunities, and to reinforce the inequalities that the 1944 Education Act was designed to overcome" (p. 279).

Others have argued against the notion that a market-led educational system would result in high cost to the students. For example, Friedman (1975) advocated for the use of a voucher system. According to him, this system would indeed increase the participation rate of the less advantaged and minority groups. The notion that high cost of education would alter the participation rates of the less economically advantaged has been refuted by some researchers. The Canadian Society for the Study of Higher Education (1990) reported in its Newsletter that "research, however, has shown little or no correlation between low fees and student enrollment" (p. 1). In support of this claim, the Society observed that the countries (for example, Sweden) that experimented with low fees did not record any significant difference in the participation rates of students from the affluent and non affluent backgrounds.

Background of the Higher Education Sector in Alberta

Section 93 of the British North America Act, 1867, places education under the exclusive authority of the provinces in Canada. Although federal powers relate tangentially to education, provincial powers are constitutionally responsible for the provision, financing, and management of education at all levels and sectors (Bezeau, 1989, p.64). Therefore, the structures and administration of higher education in Canada should show provincial variations. In order to understand the market circumstances surrounding post-secondary institutions in Alberta, a brief discussion of the political and economic background of the province is relevant.

Although efforts are being made by the government of Alberta to diversify the economic base of the province, non-renewable resource revenue–of which crude oil and related products constitute the major segments–continues to be the largest source of income to the province. According to the Budget Address, 1990, the future outlook of this source of revenue is promising based on the stability among OPEC members, buoyant world demand, and decline in oil production by the Soviet Union and the United States. The unpredictability of OPEC members and a possible break-through in the research efforts to develop alternative energy sources may cast some doubt on this hope. Nevertheless, the adequacy or inadequacy of educational grants in Alberta will largely depend on the extent to which these expectations become a reality.

Post-secondary institutions across Canada are currently experiencing financial constraint. According to Jenish (1989), "growth in government grants, which cover about 80 per cent of the operating costs of most universities, simply have not kept pace with rising costs" (p. 55). To reduce the impact of financial constraint, many of these institutions solicit the help of external professionals (marketing and fund-raising consultants) to help them develop innovative and entrepreneurial strategies for attracting funds (Jenish, 1989). Although Alberta has the highest per capital expenditure on education among the western provinces of Canada (Budget Address, 1990), administrators of post-secondary institutions across the province complain of underfunding. At the University of Alberta, budget constraint has led to the adoption of quotas thus putting an enrollment cap on admissions (Folio, 1990). Many post-secondary institutions in the province have raised the profile of their fund-raising efforts. Zemsky and Oedel (1983) described the situation long before now in this way: "What has troubled colleges and universities most has been not enrollments but finances–the prospect of running out of money long before running out of students"

(p. ix). Therefore, in order to attract vital resources, post-secondary institutions in Alberta, as any other institution in the North America, are expected to engage in some marketing activities.

Perhaps instigated by a doubt concerning the future outlook of the provincial government revenue capacity, the Department of Advanced Education adopted among its goals and policies for the decade between 1989 and 2000 a policy which will "encourage and support a reduced reliance on provincial revenue" (p. 2). Whether this policy stems solely from the economic situation or ideological shift or the combination of these two is controversial. However, the political commitment to education in Alberta can only be conjectured from the statements made by the government. In the 1990 Budget Speech, the government stated that "investing in education is our government's most important responsibility. Top quality education is essential for our children to meet the challenge of a competitive global economy" (p. 17). Although this indicates a commitment to education, the extent to which the society, as a whole rather than the direct users, would fund educational services remains unclear.

Evidence suggests that the province is moving towards more centralization through policies that increase provincial control of education; for example, the rationalization policy of the Department of Advanced Education. Decore and Pannu (1989) argued that many steps have been taken by the government of Alberta to increase provincial control over school boards. They noted that the new School Act provided a long list of new ministerial powers. This list, they observed, includes "calling board meetings; ordering a board to sell property; approving partial closures of schools; and regulation of student records, recreation and social service agreements, banking, investments, transfer of students and much more" (p. 154). According to The Department of Advanced Education's documents on Goals and Priorities, the department envisages greater accountability, coordination and rationalization of programming and other post-secondary education initiatives within this period. With this background, the extent to which post-secondary institutions in Alberta can be expected to be effective in their entrepreneurial efforts remains blurred.

According to Decore and Pannu (1989), Alberta can be described as moving towards greater privatization of education–greater participation of private institutions in educational services. These authors stated that "while private elementary and secondary schools still constitute a very small proportion of overall enrollment at that level, their enrollments in recent years have more than doubled from 6,348 in 1980-81 to 13, 997 in 1985-86" (p. 159). They observed that the public funds paid to these private institutions increased by over 50% within five years (1980-81 to 1984-85). They argued that the creation of the Private Vocational Schools Advisory Council and the Private Colleges Accreditation Board reflects the government's increasingly favorable disposition to private education at the tertiary level. In 1990, three degree-granting private institutions and three private affiliated colleges were operating in Alberta. Increase in the participation of private institutions fosters competition in the higher education sector, a condition that makes marketing of post-secondary institutions attractive.

With the uncertainties in the future economy of the province and the pressure to organize for future global competition at the background, Alberta will likely continue to challenge its post-secondary system to become more self-reliant and proactive in entrepreneurial activities. Although the current move to rationalize and coordinate the system is a counter move toward entrepreneurial higher education system, increased assistance to enable private institutions to compete effectively enhances marketing activities at the post-secondary education level. Other factors contributing to this enhancement in the province include increased emphasis on the user-pay, matching grants, corporate-university relationship, cost-recovery programs, and international [illegible]

Summary

Although the allocation of resources among institutions of higher education can be centrally determined, the market mechanism may also be used to allocate these resources. State-administered and market-driven systems of higher education constitute an infinite continuum. The history of higher education has shown that no one system is static on this continuum. According to Smelser (1974), as a system grows in complexity, the tendency is to decentralize it. However, Clark (1983) also pointed out that a highly decentralized system, in order to coordinate and minimize chaos, shifts away from further decentralization toward central coordination. Hence, "creeping centralization has been widely observed, but gradual unobtrusive decentralization also occurs" (p. 168).

Consciously or unconsciously, the post-secondary system in Alberta may be shifting from what used to be a completely publicly funded and controlled towards what can be described as a user-pay system. Although the Alberta government still accords a high priority to education, government grants have, in recent years, not kept up with the needs of the post-secondary institutions in the province. Unless some very positive economic upturn occurs in the province, budget constraints will continue to be part of the experiences of these post-secondary institutions into the future.

CHAPTER 4

MARKETING OF HIGHER EDUCATION

As observed by Merante (1981), the systematic application of marketing to higher education is a relatively new phenomenon. As observed by Blackburn (1980), it has already generated a considerable amount of literature since its inception in the late 1960s and early 1970s. The literature on marketing higher education indicates that the marketing conception is gaining increasing attention of academic administrators especially in the United States (see Barton & Treadwell, 1978; Litten, 1980; Topor, 1983). Prior to the 1960s, higher education enjoyed generous resources and excess demand. Academic administrators, therefore, felt little or no need to employ marketing strategies. There were those who, according to Pelletier and McNamara (1985), believed that "education has such inherent value that it created its own demand" (p. 62). There were others who associated marketing with Madison Avenue hucksterism, high-pressure aggressive selling, zany automobile advertisements, two-for-one sales, green stamps, slogans and jingles (see Knight & Johnson, 1981; Murphy, 1980; Pelletier & McNamara, 1985). Consequently, marketing education has been regarded as "unsophisticated or unscholarly" or both (Buchanan, 1981; Stigler, 1963). The claims that the marketing of education is in poor taste and that administrators of post-secondary institutions should have nothing to do with marketing are also found in the literature on educational marketing.

Nevertheless, two major factors have necessitated the adoption of marketing strategies in higher education. The first is the turbulent environment that currently surrounds higher education. Some of the problems arising from this environment are demographic: the decline of traditional clientele, increasing competition from other sectors of the economy as they attract college age students, for example, industry and the military (see Cooper, 1980; Discenza, Ferguson & Wisner, 1985; Kotler & Fox, 1985; Merante, 1981; Topor, 1983). Other problems emanating from the environment surrounding post-secondary institutions include increased competition among institutions of higher education (see Cook & Zallocco, 1983; Goodnow, 1981; Karol & Ginsburg, 1980; Lencyk, 1980; Rowse & Wing, 1982); excessive inflation (see Doyle & Newbould, 1980; Knight & Johnson, 1981; Skolnik & Rowen, 1984); and cuts in government funds (see Doyle & Newbould, 1986; Kotler & Andreasen, 1987). The second factor commonly cited in the literature on marketing higher education is the usefulness of marketing in increasing institutional adaptability and vitality (Dalili, 1982; Topor, 1983). Allen (1978) suggested that what institutions seek to achieve through their institutional research is better realized through marketing research. Brooker and Noble (1985) argued that any institution of higher education which ignores marketing ignores its exchange function with the society. Marketing writers believe that institutions of higher education will become more responsive and adaptive as they adopt marketing concepts and practices.

Merits and Demerits of Marketing Higher Education

Many authors have argued that the application of marketing strategies is not only compatible with the institutions of higher education, but that marketing also provides greater success in the fulfillment of the institution's mission (see Kotler & Fox, 1985). Dalili (1982) pointed out that colleges and universities would benefit from market analysis because it provides "a clear picture of institutional resources and estimating the costs and projected benefits of entry into or expansion in new markets" (p. 9). Fram (1982) examined the use of marketing concepts in university image-making and concluded that marketing tools are not only appropriate, but are highly effective in enhancing institutional image. Murphy (1980) argued that the incorporation of marketing research into institutional research would enhance the decision-making power of colleges and universities. Kotler and Andreasen (1987) argued that marketing provides the means to improve the satisfaction of the institution's publics–students, staff, community members, and others. Marketing requires that an institution focus on key information about the clients, the environment, its offerings (products and services), and other institutional factors; therefore, marketing enhances access to better information, better means of communication, and better responsive mechanism of the institution (see Cooper, 1980; Kotler & Fox, 1985). As observed by Lencyk (1980) and Merante (1981), the survival of many institutions has been linked to the application of marketing strategies.

Marketing has been advocated as an effective instrument to combat the problems confronted by institutions of higher education. Many institutions that heeded this advice have reported success. For example, Miklich (1981) stated that in 1980 Chaffey Community College increased its enrollment by 11% over the previous year's as a result of its adoption of a comprehensive marketing program in 1978. The same author also stated that Pepperdine University became the sixth largest business school in the United States through the use of marketing strategies. Pelletier and McNamara (1985) identified Pikesville College (Kentucky), Mundelein College (Chicago), North Carolina's Highpoint College, and The University of Mississipi as some of the institutions of higher education that have adopted a comprehensive marketing program and now record great successes. According to Kotler and Fox (1985), the University of Pittsburg increased both its pool of applicants and the quality of the students admitted through effective marketing. Vanko (1988) found that a statistically significant positive relationship exists between marketing status and enrollment levels of the institutions studied. Crenner (1987) concluded that the principles and techniques of marketing research could be successfully applied to higher education institutional advancement programs. Cohen (1985) observed that the University of San Francisco was able to enhance its image and identity through the application of marketing strategies.

Institutions that are slow to adopt a comprehensive marketing program do so because of one or more of the following reasons: the academic administrators lack understanding of what marketing is; the notion that marketing is nothing but a collection of promotional gimmicks; the fear that marketing may lead to unhealthy competition; the fear that marketing may bring down the quality of education; the concern that marketing may lead to a waste of resources; the thought that marketing may not be compatible with the educational mission; and the fear that dollars (balancing the budget or making profit) may become the overall objective of institutions of higher education (Andrew et al., 1981; Davies & Scribbins, 1985; Dunham, 1982; Grabowski, 1981; Kotler, 1987; Litten, 1980).

Most of these criticisms have been addressed in the literature of marketing of higher education. For example, Grabowski (1981) pointed out that competition may improve the quality of programs; others argued that marketing brings about the creativity needed for quality education. Kriegbaum (1981) adduced that "fortunately, Gresham's law does not apply in college marketing: in the long run, good marketing tends to drive out bad marketing. Good marketing also tends to drive out nonmarketing, and very few small colleges can afford the risks of refusing to market themselves in this environment" (p. 36). For example, Hadsell (1980) noted that the West Virginia University introduced poor marketing strategies (aggressive recruitment) and recorded no success, but when the university introduced well planned, comprehensive marketing strategies, its success was phenomenal. Knight and Johnson (1981) argued that

> when marketing is understood and applied appropriately, it is consistent with many ideals in higher education and is a vital concept for colleges and universities. Marketing, in fact, is a people-oriented, student-oriented

> concept and is the opposite of crass promotion or poorly conceived schemes. (p.28)

Hughes (1980) noted that the sophistication of marketing matches the complexity of the challenges facing educational institutions. Consequently, many college and university administrators now believe that marketing will be relevant to their future roles. For example, according to the Admissions Marketing Report (1985), over 90% of the 200 U.S. college and university admissions directors surveyed believe that marketing will be very important to their admissions programs over the next five years.

Characteristics of Marketing in Higher Education

Kotler and Andreasen (1987) pointed out that institutions of higher education belong to the service industry. Cowell (1984) and Lovelock (1984) explained that the service industry is characterized by intangibility, inseparability, heterogeneity in quality, uninventoriality, seasonability, and labour intensiveness. These characteristics require that the marketing of higher education be treated differently from product marketing. For example, marketers of higher education "have particular problems in scheduling production, ensuring quality control, and informing consumers about their offerings and the benefits of their offerings" (Litten, Sullivan & Brodigan, 1983, p. 20). These authors also mentioned that higher education has other characteristics with further implications for marketing strategies. An example is the multiple functions of higher education, including instruction, certification, socialization, providing an environment for psychological maturation, and research. For an institution to become responsive and adaptive and, at the same time, to provide leadership and the necessary changes in the established order, is to constantly experience contradictions.

Institutions of higher education are also non-profit organizations. This, according to Kotler and Andreasen (1987), implies that they have multiple publics (prospective students, current students, parents, taxpayers, alumni, faculty, to mention a few) and multiple objectives. They are also oriented to service rather than to physical goods and are subject to public scrutiny. Kotler and Andreasen (1987) stated that these characteristics further differentiate academic marketing from business marketing. These characteristics must be taken into consideration when examining the marketing activities of higher educational institutions.

Indicators of Marketing Concepts and Practices

Several indicators of marketing practices can be identified from the works of marketing professionals and academics. The presence or absence of these indicators in an institution reveals the extent to which the institution has adopted marketing concepts and practices. These indicators include the adoption of the marketing philosophy, appropriate organizational structure, top-level involvement, sufficient knowledge of marketing concepts, staff (faculty) commitment, marketing research, marketing strategies, comprehensive marketing plan, resource commitment, and evaluation.

The Marketing Philosophy

The philosophy adopted by an organization affects the thoughts and actions of the administrators and influences the corporate culture and management style. The adoption of a marketing philosophy in institutions of higher education calls for highly sensitive and responsive attitudes to the needs of the clientele and other relevant publics (see Dalili, 1982; Kotler & Andreasen, 1987; Kotler & Fox, 1985). In higher education, as explained by Canning (1988), the marketing philosophy produces a corporate culture that causes the entire organization [or institution of higher education] to think in

> terms of marketing and marketplace performance; consumer needs, market segmentation, competitions and their positioning, and developing product/market trends. Moreover, all groups contribute to marketing through identification of ideas that will improve marketplace performance and promote the company's growth. (p. 36)

According to Kriegbaum (1981), "marketing achieves its best results when adopted as a collegewide approach to all major decision making" (p. 35).

Organizational Structure

Several authors, for example, Berry and George (1978), Miklich (1981), and Kotler and Andreasen (1985), have argued that for marketing to be successful, there is a need to establish an organizational structure which reflects marketing thinking and facilitates marketing actions. This type of organizational structure has to be highly flexible and responsive (Miklich, 1981). In many institutions of higher education, the offices of Vice-President (Marketing) and Director of Marketing have been created (see Davies & Scribbins, 1985; Kotler &Andreasen, 1987). The creation of these offices, it is believed, would facilitate coordination of marketing efforts and above all bring the much needed professional skill and ability to the institutions of higher education.

The organizational structure must facilitate communication of marketing actions between the academics (faculty) and senior administrators. Litten (1981) suggested that for marketing to be effectively implemented in institutions of higher education, academics must understand and appreciate the contributions that marketing can make to their efforts.

Senior Management Involvement

Marketing writers are unanimous in their call for the involvement of senior management if marketing is to be successful in any organization (see Campbell, 1978; Canning, 1988; Doyle and Newbould, 1986; Kotler & Andreasen, 1987; Miklich, 1981). To ensure an effective senior management involvement, two steps need to be taken. First, the chief executive or the president of an institution must give undivided support to marketing strategies and ensure that the support is communicated to all the parts of the institution. Kotler and Andreasen (1987) emphasized that a university or college president is the highest marketing executive. Topor (1983) stated that "the most successful marketing strategy begins at the top"(p. 5). Canning (1988) also emphasized that "in the marketing-oriented company, the CEO accords marketing a high priority and directly participates in developing the marketing strategy" (p. 34). He also suggested that the support and involvement of the CEO help to generate "companywide commitment to the marketing strategy and encourage all units to fulfill their roles in its implementation" (p. 34). According to a U.S. study conducted in 46 liberal arts colleges and universities by Kohut (1988), top-level management support was perceived as the most important factor contributing to the acceptance and the success of marketing practices in institutions of higher education.

Second, the office of marketing must be headed by a senior administrator. This individual, according to Robinson (1982), must ensure creative direction for institutional programs and must have equal facility in coping with the administrative responsibilities associated with the position. Doyle and Newbould (1986) emphasized that for an office of marketing to be established below the vice-president level in an institution indicates a lack of understanding of what marketing is all about.

Knowledge of Marketing Concepts

Several writers have suggested that institutions must reveal, through their managers, sufficient understanding of marketing concepts for marketing to be effective (see Blackburn, 1980; Cook & Zallocco, 1983; Dalili, 1982; Lencyk, 1980; Miklich, 1981; Murphy & McGarrity, 1978). As a prerequisite for implementing a marketing strategy in an institution of higher education, Huddleston (1980) argued that the institution must become aware of the meaning of marketing. In research conducted in the United States, Murphy and McGarrity (1978) found almost 90% of all respondents (educational administrators) believed "marketing" to be synonymous with "promotion." Dunham (1982) found that "continuing" educators, although they profess to engage in marketing, misunderstood marketing, and often associated marketing with only promotional activities. Dalili (1982) noted that most of the academic administrators did not understand the differences between selling and marketing, and they did not understand what marketing is. He suggested that when marketing is understood and applied appropriately, academic administrators would appreciate its contribution. Cook and Zallocco (1983) advised that universities must become more knowledgeable about marketing in order to function effectively in today's turbulent environment. According to these authors, this understanding is a critical step toward developing a comprehensive marketing plan.

Comprehensive Marketing Plan

Simply put, a comprehensive marketing plan contains all the marketing activities that an institution plans to undertake within a specified period of time, normally a period of one year. These activities are the results of a comprehensive, systematic marketing planning process. A comprehensive marketing plan does not only specify marketing activities, but also indicates the resources allotted to these activities and the timing of the occurrence of these activities. The plan may come as a result of the institution's internal management planning process or may be generated by an external marketing consultant (Topor, 1983). In either way, the process of developing a marketing plan remains the same. It is important that the marketing plan be integrated into the other key institutional plans such as financial, personnel, research, etc.

Shandler (1980) advised that it is important to adopt a coherent marketing management program rather than occasionally toying with marketing gimmicks as commonly found in institutions of higher education. According to Coffee and Miller (1980), many community colleges engage in a hit and miss approach to marketing as opposed to a systematic, planned approach. Lencyk (1980) pointed out that "the disjointed marketing done today at the post-secondary level can only serve to exacerbate feelings of separation, of disunity, of impersonality–among faculty, students, and staff"

(p. 12). Confirming this, Cooper and Gackenbach (1983) found in the institutions of higher education studied, that "there was somewhat less than formal integration and control of the major marketing functions and less than satisfactory coordination and cooperation among the offices involved in the various marketing process" (p. 3). Dalili (1982) noted that the comprehensiveness of this plan is shown in that it covers all major marketing activities: product development, pricing, promoting, and distribution.

Staff and Faculty Commitment

Marketing literature suggests that the more an organization is people-oriented, the more the success of its marketing strategies depends on its staff members. The literature on service marketing also suggests that clients often use the attitudes of staff members to determine the quality of a service (e.g., Conwell, 1984; Levitt, 1981; Lovelock, 1984; Topor, 1983). Davies and Scribbins (1985) emphasized that it is not only sufficient to adequately staff the marketing office, but appropriate staff training and development must also be given adequate attention in institutions of higher education. Canning (1988) noted that the extent to which an organization has adopted a marketing orientation is indicated by the extent to which the marketing function is staffed with marketing professionals rather than skillful salespersons. Several authors, for example, Topor (1983), Davies and Scribbins (1985), and Kotler and Andreasen (1987), agreed that the involvement of faculty members in all marketing phases is of paramount importance to effective marketing in institutions of higher education.

Resource Commitment

Marketing is an expensive exercise (Riley, 1984). It consumes time, money, and effort. The extent to which these are available for the purpose of implementing marketing strategies determines the success of the implementation. A comprehensive marketing plan is based on sophisticated marketing research; an exercise that requires a significant portion of the budget. For example, Miklich (1981) stated that "industry spends about 20 per cent of its resources on market research; but universities currently spend about 1 per cent for the same purpose" (p. 7). Specific marketing activities such as advertising, personal selling (counselling), image making, and consultancy, require a great deal of financial input to be successful. Institutions of higher education that engage in marketing, therefore, are expected to commit substantial time, money, and efforts in order to make it successful. Miklich (1981) pointed out that the adoption of marketing by institutions of higher education requires these institutions to increase the commitment of "necessary financial resources to make opportunities a reality, which in turn will necessitate assuming a risk in adopting expensive new programs" (p. 7).

Marketing Strategies

To believe in marketing is to adopt some marketing strategies, and there are many of these strategies. Some of these strategies have long been practised by institutions of higher education, either under a different name or no name (Murphy & McGarrity, 1978). However, Blackburn (1980) revealed that although some of these strategies or techniques are found in institutions of higher education, they may not be widely understood.

Canning (1988) explained that "in companies that are marketing conscious, corporate strategy reflects the realities of the marketplace and deals with those realities with specificity and understanding" (p. 35). These strategies include market segmentation, target marketing, positioning, generic product definition, differential marketing, customer analysis, multiple marketing tools, integrated marketing planning, continuous market feedback, marketing audits, and promotional strategies, to mention but a few (see Berg, 1982; Canning, 1988; Davies & Scribbins, 1985; Kotler & Andreasen, 1987; Kotler and Levy, 1969; Laabs, Hotes, and Miller, 1983; Ryans & Shanklin, 1986). While promotional activities are the most familiar to institutions of higher education, segmentation is also commonly used in selecting students. For example, segmentation efforts have produced adults courses, weekend-only students, evening-only students, and part-time students (Murphy & McGarrity, 1978). Goodnow (1981) found that when benefit segmentation is understood and appropriately applied, it increases the success of marketing in institutions of higher education as in the case of Millikin University, Decatur, Illinois.

Marketing Research and Evaluation

Institutional research is a common practice in institutions of higher education. However, as expressed by Cooper and Gackenbach (1983), institutional research is much too narrow and not related to the market situation, hence, it is of limited use in marketing planning. Even in institutions that indicated that they have adopted marketing practices, marketing research and evaluation were found to be sporadic (Andrew et al., 1981). However, institutions that have utilized marketing research have reported success. For example, Curtis and Bakshi (1984) employed marketing research to determine the market viability of a natural resources planning and management program by home study in Athabasca University. Barton and Treadwell (1978) pointed out that "a successful marketing program is based on solid, objective research at the outset, not on the quicksand of traditions, whims, and internal political clout" (p. 83).

Enckevort (1984) indicated that marketing research which is not well conducted may lead to erroneous decisions. He cited examples of countries where marketing research was conducted to determine the viability of an open university and the negative market research results caused the program to be delayed or dropped. However, the British Open University, which was established without any research, proved to be successful. He therefore suggested that

> marketing research is not a pre-condition before marketing, but becomes an indissoluble part of a marketing process. Some people would say that it is no longer research because it is not possible to control representativeness and to measure validity and reliability of answers. Certainly, it is true that these

> methods do not deliver data to forecast the number and characteristics of future students. (p.81)

Effective marketing requires an adequate data base, which comes from constant monitoring, and comprehensive evaluation of market situations.

Summary

The presence or absence of some "marketing indicators" reveals the extent of marketing adoption by a post-secondary institution. These indicators include the adoption of a marketing philosophy and an appropriate organizational structure. Others include top-level management involvement, the use of basic marketing concepts, and the presence of certain marketing strategies.

Marketing literature suggests that the effectiveness of marketing practices depends on the status and administrative power of those involved. It is important, therefore, to identify the key players in institutions of higher education for the purpose of collecting relevant data. Those identified in the marketing literature as the key players relevant to marketing functions in post-secondary institutions include the presidents, vice-presidents, deans, admissions and financial aid officers, recruiters, and faculty. However, it has been observed that the functions performed by a particular office depend largely on the size of the institution. Therefore, the title of an administrator may not sufficiently reveal the functions performed by the administrator. To overcome this problem, the process of data collection for this study started by interviewing the institution's president who then identified appropriate persons to be involved in the study.

Specific marketing indicators–which represent learned opinions and research findings from the literature on educational marketing–selected for this study are the marketing philosophy, organizational structure, top level management involvement, comprehensive marketing plans, staff and faculty involvement, resource commitment, and marketing research. The perception of the presence or absence of these indicators may be obscured by the terms used to describe them. For example, the difference between institutional research and marketing research may only be in the title. Therefore, there is a need to identify observable activities of these indicators and to develop questions that may reveal the presence or absence of the indicators.

Conceptual Framework

Specific activities meant to attract resources in institutions of higher education which are of interest in this study are admissions (attracting new students), development and fund-raising (attracting donors), and image-making (attracting recognition). Therefore, the extent to which these activities are perceived to be part of marketing and the extent to which they are based on marketing strategy are of interest to the study. As shown in Figure 4.1, institutional variables include key players, types of institution, and differences in the resource-environment. The level of involvement of key players may vary from one institution to another. Strategies adopted to attract resources may be contingent upon the type of sector: university, public college, private college, or institute of technology. Differences in strategies may also reflect differences in the impacts of constraints in the resource-environment on post-secondary institutions.

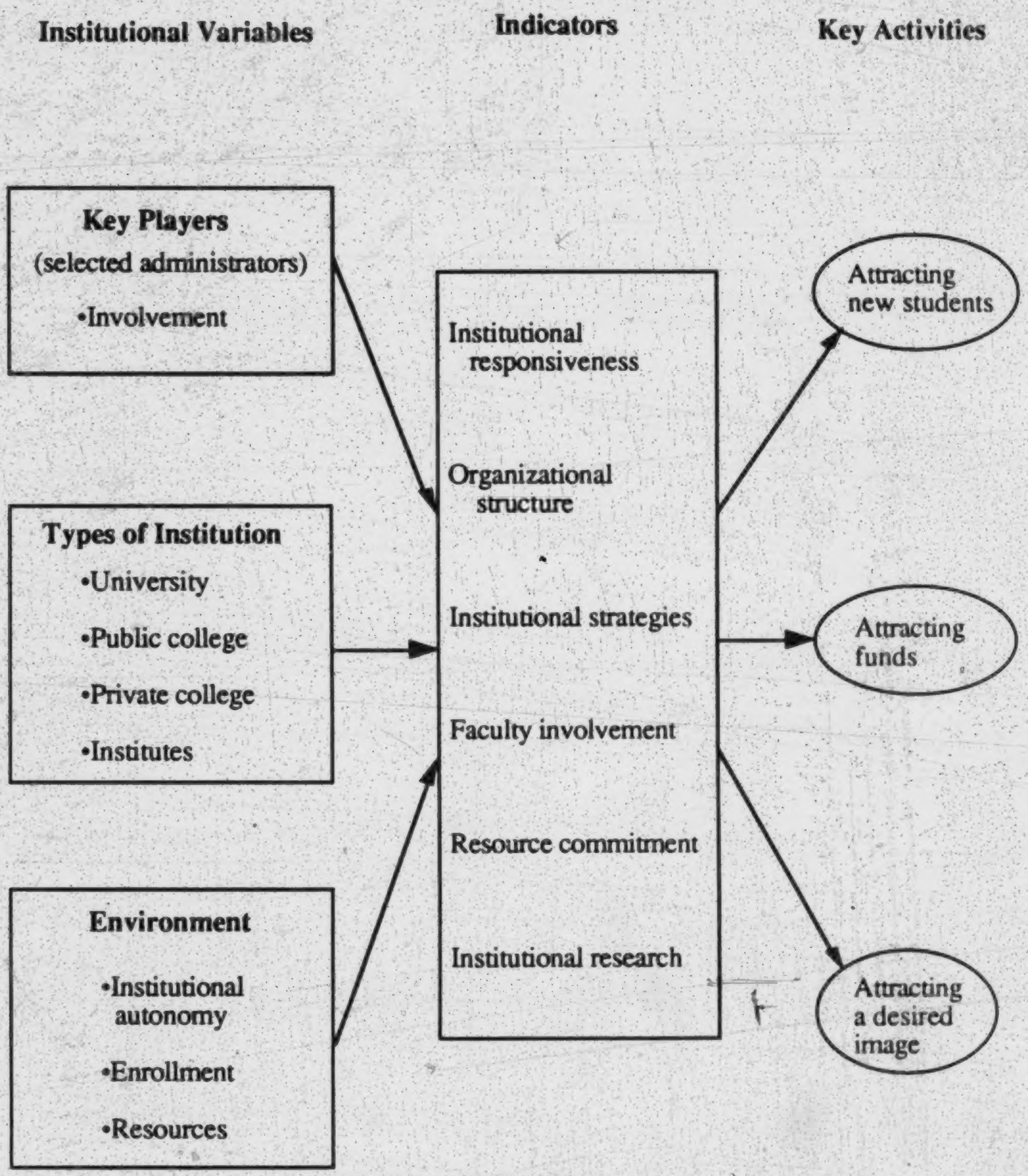

Institutional Variables
Indicators
Key Activities
Key Players
(selected administrators)
•Involvement
Types of Institution
•University
•Public college
•Private college
•Institutes
Environment
•Institutional autonomy
•Enrollment
•Resources
Institutional responsiveness
Organizational structure
Institutional strategies
Faculty involvement
Resource commitment
Institutional research
Attracting new students
Attracting funds
Attracting a desired image

Figure 4.1. Relationships Among Institutional Variables, Indicators, and Selected Activities.

CHAPTER 5

DESIGN OF THE STUDY

This study can best be described as descriptive/exploratory research. According to Good (1972), descriptive studies "may include present facts or current conditions concerning the nature of a group of persons, a number of objects, or a class of events, and may involve the procedures of induction, analysis, classification, enumeration, or measurement" (pp. 207-208). Descriptive studies involve the description of "what is" (Borg & Gall, 1983) and the interpretation of the meaning or significance of the phenomenon (Verma & Beard, 1981). A descriptive study may take many forms namely, surveys, case studies, developmental studies or comparative studies. This study was designed to survey the situation as it exists in all the higher education sectors in Alberta. It involved the description of the phenomena under investigation at the sectorial levels.

Relevant data for the study were obtained through structured and unstructured interviews and document analysis. In some cases the same question was asked in different ways, for example, the respondents were asked during the unstructured interview to identify as many benefits and concerns of marketing they could think of. In the structured interview, an 11-point scale was presented to the respondents on which they were requested to rate both positive and negative consequences of marketing. Also, documents relating to internal correspondence on marketing in some institutions were collected and examined. This allowed for development of a better understanding of marketing in these post-secondary institutions. The techniques used to obtain data included structured and unstructured interviews, relevant document analysis, and personal observation of the activities of the respondents.

Research Instrument

The primary instrument used for this study was an interview guide. The data involved in this study were complex because "marketing" is often interpreted and used differently by different people. Therefore, the interview technique–which, as explained by Kidder (1981), has the advantage of revealing information that is complex–was considered appropriate for this research. Flexibility, adaptability, clarity and greater response rate, which have been identified as some of the unique strengths of an interview technique (see Borg & Gall, 1983, p. 437; Vockell, 1983, pp. 86-88), were expected to be of benefit to this study. The research literature often cautions against the "response effect" which may greatly reduce the advantages of using interview. Borg and Gall (1983) defined "response effect" as "the tendency of the respondent to give inaccurate or incorrect responses" (p. 438). The probability of its occurrence depends on the predispositions of the respondent, the predispositions of the interviewer, and the procedures used in conducting the interview (Borg & Gall, 1983, pp. 438-439). The most important and common recommendation to reduce response effect found in the research literature is the proper training of the interviewer. As part of the training necessary for the study, the researcher had completed three research-related courses which emphasized development of interview skills.

Interview Development

Both structured and unstructured interviews were used in this study. Before questions for the interview were developed, an extensive review of the relevant literature on marketing post-secondary institutions was carried out. After this review, it became obvious that, for some items, responses were best provided through an open-ended question. Questions of this nature formed the part described as the unstructured interview.

The unstructured interview technique was used to obtain data from the 96 administrators of the selected post-secondary institutions and from the three selected administrators in the Department of Advanced Education. The unstructured interview schedule used with the administrators of the post-secondary institutions consisted of seven major questions (Appendix B), while that used with the administrators in the Department of Advanced Education consisted of four general questions (Appendix B.1).

The structured interview contained 33 major questions categorized under 11 headings: background data, environmental issues, institutional responsiveness, institutional research, resources, program planning, administrators/faculty involvement, activities, organizational structure, benefits and problems, and concluding questions (Appendix B.2). A few of the items on the structured interview were of the "yes" or "no" type, however the majority of items used a 5 or 11-point rating scale. Two scales were used for the study. Ninety of the items requiring rating used a five-point scale with none/not at all being 1, little/small being 2, somewhat/moderate/average being 3, high/great being 4, and very high/very great being 5. For eight questions an 11-point scale was used containing five negative points, five positive points, and a neutral zero. This scale was used to enable the respondents to indicate if, on the item provided, their responses were negative or positive and to what extent negative or positive. At the end of each item requiring rating, a line was provided for comments. In many instances, this provision was used by the respondents to express their views.

The construction of these instruments proved to be a lengthy task because no similar study was found to have been conducted in Canada. Similar studies conducted in the U.S. reflected a socio-economic context different from that of Canada. The development of the items for the structured and the unstructured interviews went through four phases. First, the items of relevance were compiled from an extensive review of the literature. Out of these, an instrument was constructed. Second, four of the doctoral students in the Department of Educational Administration, who were administrators at various levels in the post-secondary institutions in the province, were asked to review and critique the instrument. Their inputs further refined the instrument. Third, the instrument was submitted for further review to three professors (one being a professor of marketing and two being professors of educational administration, all with interest in the administration of post-secondary institutions). Several changes were made, and then a pilot-test of the instrument was carried out in the fourth stage. Two administrators (an assistant registrar and a dean) representing a university and a community college responded to the items on the instrument. At the end of the pilot test, the respondents were requested to make further suggestions to improve the instrument. These suggestions were reviewed by the researcher and his advisor, and were then incorporated into the revised instrument package.

Validity and Reliability

In this section, a general discussion of validity and reliability and a discussion on how their requirements are satisfied in this study are provided.

Explicit provisions are usually made in research projects to ensure that data and interpretations are as error-free as possible. Data errors may occur as a result of a faulty instrument or as a result of the condition under which the measurement was carried out. To guard against such errors, validity and reliability conditions are established. While the terms "validity" and "reliability" are traditional with rationalistic inquiries, the term "trustworthiness" which satisfies validity and reliability conditions is more common in naturalistic inquiries. The primary intent of these requirements is to enhance, through the compliance with certain standards, the accuracy of findings and conclusions arrived at from a research effort.

Validity

Shaw and Wright (1967) described validity as "the degree to which the scale measures what it is supposed to measure" (pp. 17-18). That is, an instrument is valid if it measures what it purports to measure. Four types of validity were identified by Borg and Gall (1983): content, predictive, concurrent, and construct validity. According to Borg and Gall, *content validity* is "the degree to which the sample of test items represents the content that the test is designed to measure" (p. 276). Shaw and Wright (1967) stated that two judgments are required to satisfy content validity: "it is necessary to judge, first, whether and to what degree the content of each item pertains to the attitude object, and, second, the degree to which the set of items represents all aspects of the attitude object" (p. 18). Shaw and Wright described *predictive validity* as a condition that enables a researcher to "accurately guess some future performance on an extenal criterion from a knowledge of the attitude score" (p. 18). As stated by Borg and Gall (1983), the usual procedure for ascertaining this validity is by administering a test, and, after a period of time, administering a criterion test and determining the extent to which the results of the first test predict the results of the second test. *Concurrent validity* is similar to predictive validity in all respects except that the criterion test is administered at the same time that the first test is being administered. Under this condition, the effects of time on the criterion test are minimized. Borg and Gall (1983) described *construct validity* as "the extent to which a particular test can be shown to measure a hypothetical construct" (p. 280). Construct validity attempts to ascertain the degree that a measure of a construct differentiate between a group that exhibits the phenomenon under investigation and a normal group. Borg and Gall remarked that construct validity is particularly essential in an hypothesis-testing study, while Shaw and Wright (1967) observed that "there are several methods of estimating construct validity, but in each case it is the point of view that is important rather than the particular procedures that are carried out" (p. 19).

Reliability

Reliability was defined by Borg and Gall (1983) as "the level of internal consistency or stability of the measuring device over time" (p. 281) or as explained by Shaw and Wright (1967), it is "the degree to which a scale yields consistent scores when the attitude is measured a number of times" (p. 16). According to Shaw and Wright, there are three procedures for ascertaining reliability: the test-retest method, equivalent-forms method, and split-half method. A test-retest method involves the administration of a test to the same group of subjects at different times. The coefficient of these two tests is then taken as the reliability of the instrument. The degree to which changes occur in the subjects from the first time to the second time of test administration, the reliability coefficient is affected. An equivalent-form method attempts to reduce the errors of test-retest method by administering two forms of test at the same time to the same subjects. The degree of similarity between the two forms of test determines the degree of accuracy of the reliability. A split-half method involves correlating a half of the items of an instrument with the other half, for example, correlating the odd-numbered items with the even-numbered items. Shaw and Wright (1967) pointed out that "this is essentially a measure of internal consistency of items composing the scale and provides no measure of temporal consistency" (p. 17).

Naturalistic Studies

Even after all the requirements of validity and reliability in rationalistic inquiries have been satisfied, the subjective human elements cannot be completely filtered out of any inquiry. Therefore, naturalistic inquirers have proposed that the most important criterion is establishing the trustworthiness of a research exercise (see Guba & Lincoln, 1982; LeCompte & Goetz, 1982). Guba and Lincoln (1982) recommended that in establishing the trustworthiness of an inquiry, the following factors be taken into consideration: truth value, applicability, consistency, and neutrality. Specifics steps offered by these authors to achieve these conditions include adequate engagement both at the site and with the data, triangulation–which is the use of more than one source to generate data–peer debriefing to check for the personal bias, and thick description to ensure adequate elaboration of the phenomenon. As noted by Mathison (1988), "good research practice obligates the researcher to triangulate, that is, to use multiple methods, data sources, and researchers to enhance the validity of research findings" (p. 13). While naturalistic inquirers have not ruled out the involvement of subjective human elements, systematic steps for reducing subjective biases are provided.

Research Instrument

In response to these validity and reliability requirements, several steps having direct and indirect bearing upon the validity and reliability or trustworthiness of the instrument used for this study were taken. First, prior to the commencement of the development of the interview procedure, the relevant literature was reviewed. Second, questions were constructed and compiled from this body of literature and submitted for review by three administrators in post-secondary institutions in Alberta, two professors of educational administration with an interest in the administration of post-secondary education, and one professor of marketing with an interest in educational marketing. This stage attempted to satisfy the content validity requirements and also the inputs from peers under the naturalistic inquiry requirement.

Third, in order to satisfy the split-half method under the reliability requirements as provided by Shaw and Wright (1967), items within each section of the structured interview schedule were correlated (odd-numbered items against even-numbered items). The Cronbach reliability test was used to carry out the correlational analysis. As shown in Appendix A.2, the within-items Cronbach reliability coefficient ranges from .39 to .92, while the split-half coefficient ranges from .47 to .93. These coefficients indicate that a high degree of similarity exists among the items presented to the respondents.

The fourth stage consisted of a pilot-testing of the interview procedure. According to Borg and Gall (1983), pilot studies are carried out with fewer subjects than will be employed in the main study. For some pilot studies, two or three subjects are sufficient, and it is rarely necessary to include more than 20 subjects. Besides improving data-collecting routines, trying scoring techniques, revising locally developed measures and checking the appropriateness of standard measures, pilot studies provide additional knowledge that leads to improved research (p. 100). Without necessarily providing a validity/reliability statistical coefficient, pilot-testing, when done properly, tends to greatly enhance the trustworthiness of a research procedure.

Fifth, a multi-dimensional approach was used to solicit data for the study. Through the use of structured and unstructured interviews, the examination of relevant documents collected from the institutions studied, coupled with personal visitation by the researcher to all the institutions that participated, adequate steps were taken to ensure that findings in this study were supported by data collected through several techniques. To a naturalistic inquirer, more emphasis is placed upon whether or not the conditions followed by a researcher are less questionable, sufficiently credible, systematic, and free from ambiguity than the determination of the validity/reliability coefficient of a study.

Sixth, although rarely mentioned in research textbooks, the credibility of an inquiry ultimately depends on the credibility of the respondents or subjects. The competence of the subjects to respond to a particular item determines the validity of a research conclusion. To ensure that those who participated in this study were competent to respond and that their responses were credible, the president of each institution was requested to name a contact person who would identify all those to be interviewed. The list of interviewees consisted of presidents, vice and associate presidents, deans, directors, that is, the senior administrators.

The study was not intended to predict future performance, to test hypotheses, or to offer any sweeping generalizations. Therefore, some of the validity/reliability requirements, for example, predictive and construct validity, were not applicable to the study. However, adequate steps were taken to ensure that the findings of this study were credible and trustworthy, that is, valid and reliable, even though this was a descriptive and exploratory research study.

Data Collection

The sources of the data collected for this study and the means by which the data were collected are described below.

Data Sources

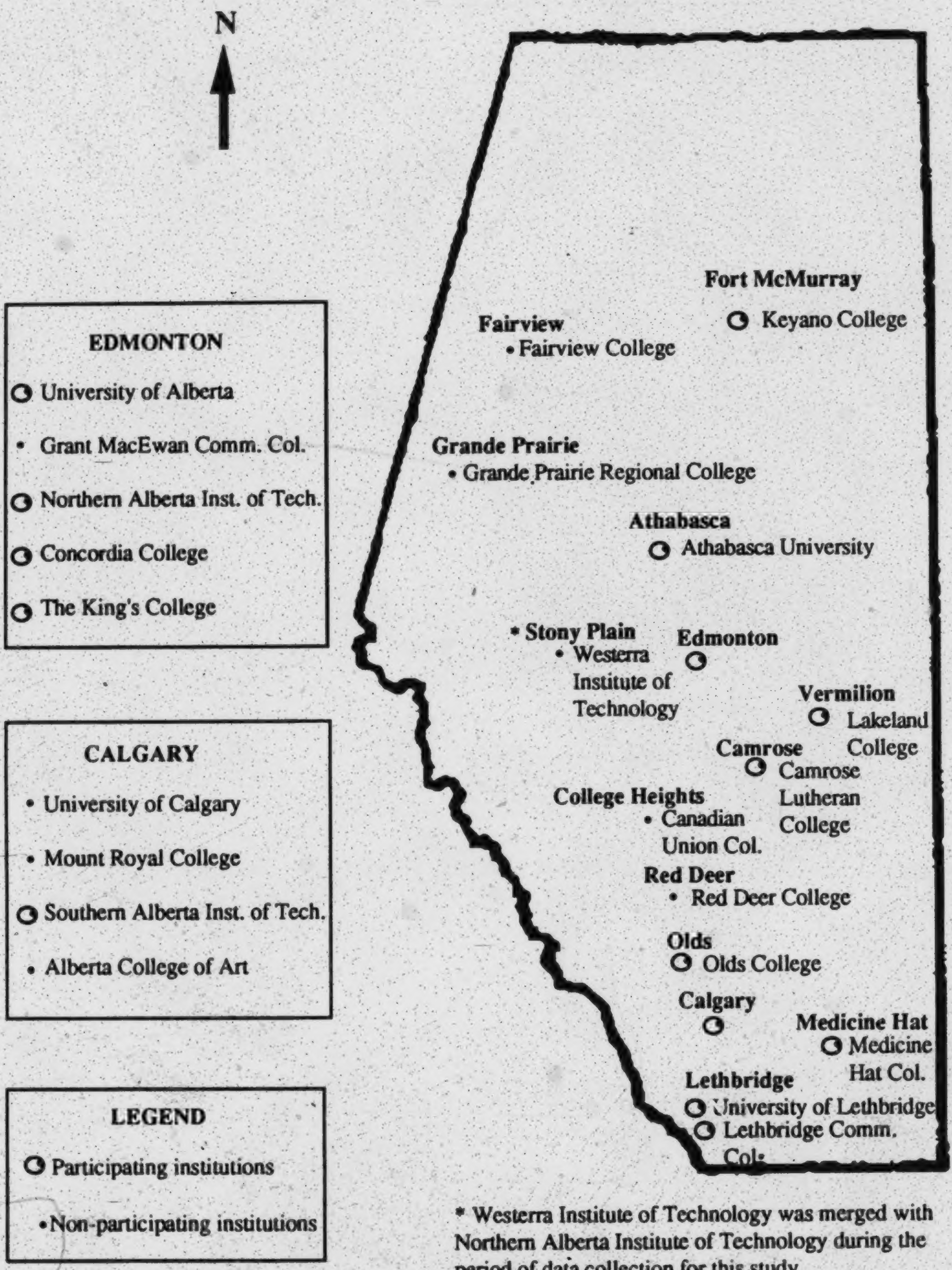
The 21 post-secondary institutions of Alberta–public and private affiliated colleges, universities, and institutions of technology–were the population for the study. Grabowski (1981) emphasized that

> All colleges and universities can profit from a marketing program that is understood in its broad implications. . . . But small colleges (and universities) particularly private ones, may gain more from marketing than large colleges and universities because these smaller institutions have more flexible policies, can react more quickly to changes, and can communicate programs and purposes clearly. (p. 34)

The inclusion of public and private institutions was therefore considered appropriate for a study of marketing practices in the post-secondary system. The limited budget available for the study constrained the extent to which travelling could be undertaken. Therefore, some institutions that are far from Edmonton (for example, Fairview College) were excluded from the study. All the institutions in the institute (total of 2) and private college (total of 3) sectors were included in the study. Where selection was necessary, geographic location, size, and age were taken into consideration in selecting institutions. Staff from a total of 13 institutions were interviewed, that is, 62 per cent of the total population.

Another source of data for this study was the Department of Advanced Education, which is responsible for higher education in Alberta. It interprets and executes the Government's policies on higher education; hence, it was an appropriate source for data concerning the Government attitude to funding higher education in Alberta. A senior administrator in policy and planning unit was contacted. After going through the interview questions, this administrator suggested the unit within the Department that could appropriately respond to these questions. An Associate Deputy Minister (ADM) of this unit was interviewed. The ADM further identified two more officials that were considered relevant to the study. Altogether a total of four officials from the Department were contacted and three were interviewed.

The Alberta Department of Advanced Education provides a classification of the post-secondary institutions. Figure 5.1. provides a map of Alberta on which the distribution of all the post-secondary institutions, the participating institutions, and their locations are identified. Figure 5.2 presents a modified classification which excluded non-participating institutions. Of the four universities, three (75%) were selected; of the 11 public colleges, five (46%) were selected; all of the three private degree-granting colleges, and both of the two institutes of technology in the province were included in the study.


N
EDMONTON
○ University of Alberta
• Grant MacEwan Comm. Col.
○ Northern Alberta Inst. of Tech.
○ Concordia College
○ The King's College
CALGARY
• University of Calgary
• Mount Royal College
○ Southern Alberta Inst. of Tech.
• Alberta College of Art
LEGEND
○ Participating institutions
• Non-participating institutions
Fort McMurray
○ Keyano College
Fairview
• Fairview College
Grande Prairie
• Grande Prairie Regional College
Athabasca
○ Athabasca University
* Stony Plain
• Westerra Institute of Technology
Edmonton
○
Vermilion
○ Lakeland College
Camrose
○ Camrose Lutheran College
College Heights
• Canadian Union Col.
Red Deer
• Red Deer College
Olds
○ Olds College
Calgary
○
Medicine Hat
○ Medicine Hat Col.
Lethbridge
○ University of Lethbridge
○ Lethbridge Comm. Col.

* Westerra Institute of Technology was merged with Northern Alberta Institute of Technology during the period of data collection for this study.

Figure 5.1. Map of Alberta Indicating Both Participating and Non-participating Post-Secondary Institutions

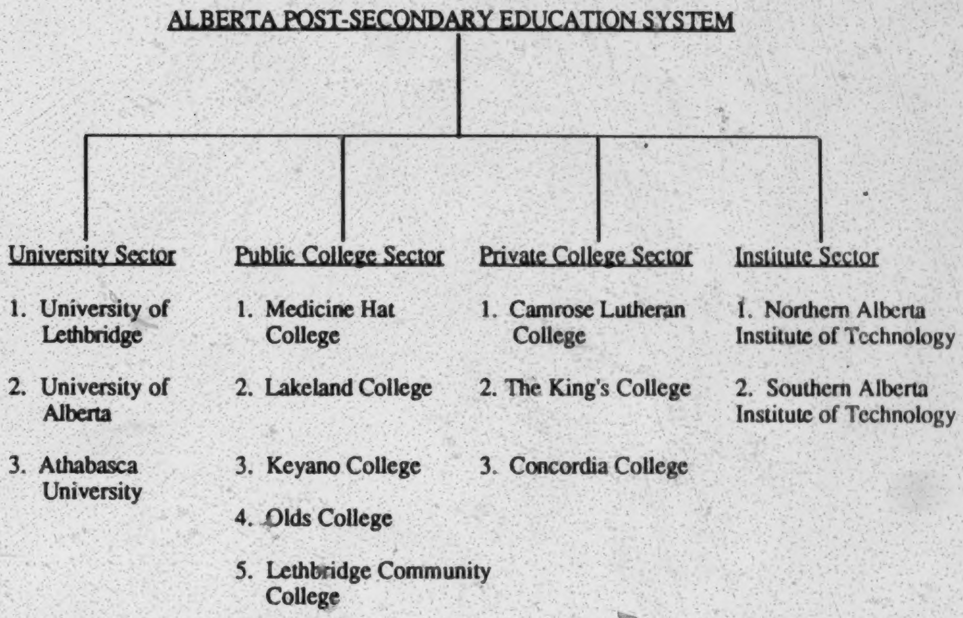

ALBERTA POST-SECONDARY EDUCATION SYSTEM
University Sector
1. University of Lethbridge
2. University of Alberta
3. Athabasca University
Public College Sector
1. Medicine Hat College
2. Lakeland College
3. Keyano College
4. Olds College
5. Lethbridge Community College
Private College Sector
1. Camrose Lutheran College
2. The King's College
3. Concordia College
Institute Sector
1. Northern Alberta Institute of Technology
2. Southern Alberta Institute of Technology

Figure 5.2. Selected Alberta Post-Secondary Institutions Used in the Study

Each of these institutions had a president, an admissions officer, a development officer or an officer in charge of fund-raising, and a public relations officer or an officer in charge of communications. All of these officials in the participating institutions were interviewed so that, at least, four people were interviewed at each of the 13 field sites. Where these roles were not departmentalized, attempts were made to determine how they were carried out, and those who performed the roles were interviewed.

Out of the 96 administrators interviewed, (26) 27% were from the university sector, (18) 19% from the institute sector, (16) 17% from the private college sector, and (36) 38% from the public college sector.

The Procedure for Data Collection

The research chairman and a member of the research committee sent a letter to the president of each of the selected institutions. The letter (Appendix D) introduced the researcher, provided a brief description of the research study, and solicited the approval of the president to include the institution in the study. All the institutions contacted agreed to participate in the study and, in most cases, a name of a contact person was provided. Subsequently, an arrangement to visit the institution was made with each contact person or the president by telephone. In many instances, the contact person or the office of the president had prepared a list of respondents and a schedule for interviews before the arrival of the researcher. On several occasions, this list was modified after the first session of interview with the contact person or the president and faculty.

In many cases, especially in institutions outside Edmonton, guides were provided to show the researcher the facilities. In these places, the interviews usually covered a period of two days. This arrangement allowed further informal interactions with other members of staff.

Data Analysis

Since data were gathered through different methods, different kinds of analyses were carried out. Data gathered through unstructured interview were analyzed using content analysis procedures. Content analysis was described by Berelson (cited in Borg & Gall, 1985) as "a research technique for the objective, systematic, and quantitative description of the manifest content of communication" (p. 511). In some cases, frequency distributions were used to categorize the responses obtained from the unstructured interview. The summary of the analyses was supported with quotations from the respondents' oral responses; some quotations were paraphrased for clarity .

Analysis of the structured interview data usually involved a comparison of means. In reporting these analyses, some direct quotations from the respondents were again included.

To further substantiate or clarify a conclusion that was arrived at through the analyses, extracts were made from some of the documents obtained from the institutions. Some of these documents are provided in Appendices G to I. Since the researcher was under the obligation not to directly link an institution to the data collected, the names of these institutions were deleted from the documents provided in the Appendices.

Profile of the Participants

Thirteen post-secondary institutions participated in the study. These institutions were selected to reflect differences in size, location, age, and sources of funding. In terms of size, the institutions were classified into small, medium, and large. The institutions in each category are shown in Table 5.1.

Table 5.1

Classification of Institutions by Size

Size of Institution	Name of Institution	@Population Size of Location	•Number of Students	••Number of Faculty
Small (fewer than 1000 FTE students)	King's College (private)	605,538 (90)	337	55
	Camrose Lutheran College (private)	12,968 (86)	800	62
	Olds College (public)	5,233 (90)	900	84
Medium (1000 to 10,000 FTE students)	Lethbridge Community College (public)	60,614 (89)	3,600	220
	Athabasca University (public)	1,975 (88)	5,529	330
	Medicine Hat College (public)	42,929 (90)	2,317	177
	Concordia College (private)	605,538 (90)	1,114	85
	University of Lethbridge (public)	60,614 (89)	3,562	308
	Lakeland College (public)	4,364 (90)	1,512	140
	Keyano College (public)	33,698 (89)	2,350	130
Large (more than 10,000 FTE students)	Northern Alberta Institute of Technology (public)	605,538 (90)	8,173	753
	University of Alberta (public)	605,538 (90)	29,333	5,097
	Southern Institute of Technology (public)	692,885 (90)	6,503	614

@Population statistics obtained from Alberta Municipal Affairs. Years of censors in parenthesis.

•The mean of figures reported by the respondents.

••Figures obtained from Department of Advanced Education.

A discrepancy existed with respect to how each institution and the Department of Advanced Education computed full-time equivalent (FTE) figures. Even within one institution, FTE figures appeared to vary with the purpose. Therefore, all the FTEs reported could only be taken as approximations.

Based on locations, the participating institutions were classified into two categories--urban and rural. The respondents were given the task of describing the location of their institutions. Again, the respondents were not unanimous as to their perceptions of the locations of their institutions. For example, one respondent argued that Camrose, as one of the oldest towns in the province, should be classified as urban. However, the majority of the respondents classified it as rural. The classification by location, using majority opinion, is provided in Table 5.2.

With respect to the ages of institutions, the categories of "younger" and "older" were used. Institutions established within the last 40 years were arbitrarily classified as younger, while those more than 40 years were classified as older. The classification is provided in Table 5.3.

The institutions in the study were classified into government-funded institutions and non-government-funded institutions. The government-funded institutions ("public") received from 70 to 86% of their annual budgets from the government, while the non-government-funded institutions ("private") received from 24 to 39% from the same source.

Tuition fees were generally higher in the private college sector, producing 25 to 37% of their operating budgets, while tuition fees contributed from 3 to 15% of the operating budgets of the public institutions. An accounting problem was observed with respect to how funds generated from private sources (private donations and entreprenuerial activities) were reported. In some institutions, private donations were not considered part of the budget, while in others they were included in the budget. The

Table 5.2

Classification of Institutions by Locations

Location of Institution	Name of Institution	*Number of Students	**Number of Faculty
Rural	Athabasca University (public)	5,529	330
	Lakeland College (public)	1,512	140
	Camrose Lutheran College (private)	800	62
	Olds College (public)	900	84
	Keyano College (public)	2,350	130
Urban	Lethbridge Community College (public)	3,600	220
	King's College (private)	337	55
	Medicine Hat College (public)	2,317	177
	Concordia College (private)	1,114	85
	University of Lethbridge (public)	3,562	308
	Northern Alberta Institute of Technology (public)	8,173	753
	University of Alberta (public)	29,333	5,097
	Southern Institute of Technology (public)	6,503	614

*The mean of figures reported by the respondents.

**Figures obtained from Department of Advanced Education.

extent to which costs and revenues of continuing education and international education were included in the total budgets also varied from institution to institution. Further information about sources of funding to both the public sector and private sector institutions taken collectively is provided in Table 5.4.

Profile of the Respondents

A total of 99 interviews (96 from the institutions and 3 from the Department of Advanced Education) were conducted. Of the 96 from institutions, 95 completed the structured interview phase. Only one respondent was omitted because the respondent was unable to respond knowledgeably to the questions contained in the structured interview. Of the 96 who completed the second phase (unstructured interviews phase), 94 were used for the data analysis. Two respondents, who could not complete the structured interview with the researcher, promised to mail the completed structured interviewed formats to the researcher's address. One of these never came while one arrived too late to be included.

Of the 96 respondents, 11 (11.5%) were presidents, 24 (25%) were vice-presidents, and 25 (26.1%) were directors. There were 9 (9.4%) deans, 8 (8.3%) registrars, 5 (5.2%) coordinators, 4 (4.2%) managers, and 10 (10.4%) other officers consisting of communication, liaison, and placement officers.

To determine if the respondents had been employed sufficiently long in the post-secondary system to be able to respond knowledgeably to the contents of the interviews, they were asked to indicate the lengths of years of experience in their positions, institutions, and post-secondary sector. The average number of years spent in their present positions was 5 (SD=5.02) with a range of 1 to 27 years. The average number of years spent in the institutions was 9.5 with a standard deviation of 7.64 and a range

Table 5.3

Classification of Institutions by Age

Age of Institution	Actual Age (years)	Name of Institution	*Number of Students	**Number of Faculty
Younger (less than 40 years old)	32	Lethbridge Community College (public)	3,600	220
	27	Northern Alberta Inst. of Tech. (public)	8,173	753
	25	Keyano College (public)	2,350	130
	25	Medicine Hat College (public)	2,317	177
	23	University of Lethbridge (public)	3,562	308
	20	Athabasca University (public)	5,529	330
	10	Kings' College (private)	337	55
Older (40 years and above)	83	University of Alberta (public)	29,333	5,097
	79	Camrose Lutheran College (private)	800	62
	76	Lakeland College (public)	1,512	140
	76	Olds College (public)	900	84
	75	Southern Alberta Inst. of Tech. (public)	6,503	614
	68	Concordia College (private)	1,114	85

*The mean of figures reported by the respondents.

**Figures obtained from Department of Advanced Education. Definitions may vary among institutions.

Table 5.4

Sources of Funding to Public Sector and Private Sector Institutions

Sources of funding	Public institutions %	Private institutions %
Government grants	78	38
Tuition fees	9	31
Private donors	2	9
Entrepreneurial activities	9	13
Other sources	3	9
Total	101	100

of 1 to 29 years. With respect to the length of years spent working within the post-secondary sector, the average was 14 with a standard deviation of 8.1 and a range of 1 to 35 years. The majority of the respondents had been in the system long enough to be able to respond appropriately to questions relating to marketing of post-secondary institutions in the province.

Summary

The research design for this study was described as a descriptive and explorative survey. The study was designed to describe the extent to which marketing practices were present in Alberta post-secondary institutions. Relevant data were collected from 99 respondents through the use of both structured and unstructured interviews and also from the documents obtained from the institutions that participated in the study.

Thirteen post-secondary institutions representing the four post-secondary education sectors of the province were involved in the study. These included three universities, five public colleges, three private colleges, and two institutes of technology. Ninety-six administrators from these 13 institutions were interviewed for the study. Three administrators from the Department of Advanced Education were also interviewed.

The participating institutions were classified according to size, location, and age. Three categories small, medium, and large emerged from the classification by size. Two categories urban and rural constituted the classification by location. The classification by age had two categories: the younger and older institutions. The majority of the respondents had been in their present institutions and also in the post-secondary system both within the province and outside the province long enough to be able to respond knowledgeably to the research questions.

Analyses were carried out using content analysis, frequency distributions, and comparisons of means. In some cases, direct quotations from the respondents were provided. Extracts from the documents submitted by the participating institutions were used where applicable to enhance conclusions reached from the analyses.

CHAPTER 6

FUNDING OF POST-SECONDARY EDUCATION IN ALBERTA

In this chapter, the summary of the analyses of both the unstructured and the structured interviews relating to the macro political-economic background of the funding of post-secondary education in Alberta is presented. In the presentation of the analyses, direct and paraphrased quotations from the respondents are included to give a sense of the content and tone of responses. The chapter contains the following sections: perceived explanation of budget constraints, government funding attitude, public attitude to post-secondary education funding, environmental concerns, strategies adopted to reduce the impacts of budget constraints, and competition in the resource environment. For clarity, both the general, specific research questions, and the summary of the analyses are presented together.

Perceived Explanation of Financial Constraint

1. General Research Question:

To what extent are the budget constraints experienced by post-secondary educational institutions in Alberta, as perceived by their administrators, an indication of a shift in educational ideology?

1.a. Specific Research Question:

> To what extent do the administrators of the post-secondary educational institutions in Alberta perceive that the budget constraints in their institutions are an indication of a shift in educational ideology?

Respondents were asked if they perceived that the budget constraints experienced in Alberta's post-secondary institutions was an indication of a shift in ideology from a completely public funded towards privately funded higher education. All the responses were classified into five categories: (a) those who perceived a clear shift in ideology, (b) those who perceived an unconscious and a non-deliberate shift in ideology, (c) those who perceived that there was no shift in ideology, (d) those who perceived no budget constraints, and (e) those who had no opinion concerning ideological issues.

As shown in Table 6.1, about 19% of the respondents from the *university sector* perceived that the budget constraints experienced in the system was a clear shift in ideology. In the *public* and *private college sectors*, 17% and 13% perceived a clear shift in ideology, and 22% of the respondents representing the *institute sector* also held this view. In the *university sector*, 27% perceived that although there is a shift, it is an unconscious shift. In the *public college*, *private college*, and *institute sectors*, 33%, 25%, and 39% of the respondents believed the shift was an unconscious one. A clear majority in each sector, with the exception of the *institute sector*, perceived that the budget constraints cannot be explained as a shift in ideology. This view was held by 54% in the *university sector*, 47% in the *public college sector*, 50% in the *private college sector*, and 33% in the *institute sector*. Overall, out of the 96 respondents, 18% perceived a clear planned shift in ideology, 31% perceived an unconscious shift, 47% perceived no shift in ideology, 1% perceived no budget constraints in the system, while 3% did not have any opinion.

It was expected that the view of the Department of Advanced Education reflected that of the government. Therefore, three senior officials who were considered relevant and competent to answer the question on ideological shift were interviewed. These officials were unanimous in their opinion that there was no planned shift in ideology, but that a more conservative posture towards funding–consistent with a conservative government–was being pursued mainly because of the economic situation. One of the

Table 6.1

Perceived Explanations of Financial Constraint

Responses	Sectors									
			Colleges							
	University		Public		Private		Institute		Total	
	f	%f	f	%f	f	%f	f	%f	f	%f
A clear shift in ideology	5	19.2	6	16.7	2	12.5	4	22.2	17	17.7
An unconscious shift in ideology	7	26.9	12	33.3	4	25	7	38.9	30	31.2
No shift in ideology	14	53.9	17	47.2	8	50	6	33.3	45	46.9
No budget constraints	0	0	1	2.8	0	0	0	0	1	1.0
No opinion	0	0	0	0	2	12.5	1	5.6	3	3.1
Total	26	100	36	100	16	100	18	100	96	99.9

respondents further explained that the minister's document on funding–which advocated a reduced reliance on provincial revenue–did not necessarily imply non-government funding. He emphasized that *"this does not necessarily say less reliant on government funding because federal government is a major funder for instance of research activities, and that would continue to be true. It is also a major funder of training–money for employment related training (labour-market training)."*

Many of the respondents from the institutions who held the view of a clear shift in ideology based their opinion on either or both of two grounds. First, the government of Alberta looks, with envy, at the high private contribution to educational funding in the United States. Second, the fiscal restraint forced the government to look at what is happening in other places, such as Britain, and they have tried to adopt a strategy of reduced public expenditure. The majority of the respondents who believed there was an unconscious shift emphasized that the government has no conscious ideology with respect to funding, but that a method and a level of funding always reflect some ideology, and if the method and level of funding are changing, there must be some shift in ideology. One of the respondents observed that *"the end result [of reduced grants] is a change in ideology, but it did not start with an ideology. The ideology would then be used to [rationalize or] justify the measure."* Other reasons cited by those who believed that there was an unconscious shift include the move to increase accountability in educational spending, the measure "to reduce fat in the system," and the move to make those who benefit from education (employers, industries, and the students) contribute more towards the funding of education.

All the respondents who held the view that there is no shift in ideology believed the government was only responding to the economic situation in the province. One respondent explained that

> *I don't think there is any ideology shift. I think it is a reflection of the reality and in many ways post-secondary education has been well-treated as compared to the budget constraints within government itself which is more dramatic and as compared to the financial health of the province as a whole.*

An overwhelming majority of the respondents believed the budget constraints in the post-secondary institutions reflect the global fiscal restraint. However, opinions were divided with respect to whether the government would resume generous funding if there were a sudden upturn in the economy. A slight majority believed that the generous funding once experienced in the system would not repeat itself because, as the "baby boom generation" ages, social and health related services would demand greater financial commitment. In addition, some of the respondents were of the view that the government was only interested in accessibility and in a certain level of quality, but any attempt to become "exceptionally great or excellent" institutions would have to be financed by the institutions themselves. To support their claim that government will resume a high level funding if the economy improves substantially, several respondents cited speeches from the throne, budget addresses, and views expressed through the media concerning the government's commitment to accessibility and its desire to ensure that education remains the number one priority of Alberta.

Government Attitude Towards Funding

1.b. Specific Research Question:

> To what extent do these administrators perceive a change in the attitude of the government concerning funding of post-secondary education?

In order to obtain more information regarding the question on ideological shift, the respondents were asked if they perceived any change in the attitude of the government with respect to the funding of post-secondary institutions in Alberta (Table 6.2). Although nearly all the respondents added that the government was not necessarily abdicating its responsibility, over 77% of all the respondents believed that the attitude of the government toward the funding of the post-secondary education in

Alberta had either changed or was changing. The most frequently cited reasons for this change were, in order of frequency, as follows: (a) the government was forced by the economic situation to change its attitude, (b) the desire to diversify sources of funding, (c) the perception that post-secondary education is not a current political "hot-issue," and (d) the move to increase accountability and cost-efficiency in the system.

The description of the economic situation which led to this change in attitude included "shrinking economy," "high deficit of the government," "fluctuating oil prices," "unpredictable oil demand," and "bad fiscal situation." A respondent observed that "*yes, I think within the last five years, it [government attitude] has changed; we moved from obviously an economy of non-constraint to that of constraint reflecting the provincial economic scene of declining revenue*." Those who held this view explained that the post-secondary system in Alberta has been too elaborate, thus, too expensive, and the government has been overly generous in funding in the past. The escalating cost of and demand for education and, at the same time, the declining provincial revenue have resulted in a more frugal and conservative funding attitude.

Others observed that the government intended to diversify the sources of funding in emulation of what is observable in the United States. This was explained by one of the respondents who stated that

> *There was a recognition at least on the part of the government that in the States healthy institutions needed more than one sources of funding. One-source-of-funding institutions are "captives in bondage"*. . . [They are] *unable to adequately define the challenges both for service for the public they serve and for the sake of their own self interest, and their own identity and health as institutions*, [they should not rely on only one source].

Many of the respondents noted that the economic issues, such as reduction of the deficit, have higher priority over post-secondary education because they are more politically sensitive at least at this time. According to a respondent, "*despite the poll that seems to*

Table 6.2

Opinions About Funding Attitude of Alberta Government

Responses	Sectors									
			Colleges							
	University		Public		Private		Institute		Total	
	f	%f	f	%f	f	%f	f	%f	f	%f
The attitude of the government has changed.	11	42.3	14	38.9	5	31.3	8	44.0	38	39.6
The attitude of the government is changing.	7	26.9	16	44.4	5	31.3	8	44.0	36	37.5
The attitude of the government has not changed.	8	30.8	5	13.9	3	18.8	2	22.0	18	18.8
No idea.	0	0	1	2.8	3	18.8	0	0	4	4.2
Total	26	100	36	100	16	100	18	110	96	101

indicate the otherwise, I think that they sense that because, let's face it, it's still a minority of people that go to university and so I think they sense that post-secondary education or university education has a priority, but priority among others and only so high." The need to increase accountability and cost-efficiency, thus, "reducing the fat in the system" was commonly cited as one of the reasons why the attitude of the government has either changed or is changing towards funding. The majority of the respondents noted that the Department of Advanced Education has increased attempts to ensure cost-efficiency, rationalize programming, and enhance accountability and effectiveness.

Public Attitudes Towards Post-Secondary Funding

1.c. Specific Research Question:

> To what extent do these administrators perceive a change in the attitude of the general public concerning funding of post-secondary education?

If the attitude of the government was perceived as either changed or changing, could this be a reflection of the general public's change in attitude to post-secondary education funding? To address this question, the respondents were asked if they perceived a change in the public attitude towards funding. Of the 26 respondents from the *university sector*, approximately 35% believed the attitude of the general public has changed or was changing with respect to the post-secondary education funding (Table 6.3). This view was held by 33% in the *public college*, 38% in the *private college*, and 39% in the *institute sectors*. Those who believed that the attitude of the general public had not changed constituted 19% in the *university*, 17% in the *public college*, 13% in the *private college*, and 22% in the *institute sectors*. Those who held the view that the general public was not well-informed about the situation of the post-secondary institutions and their funding problems were made up of 46% in the *university*, 39% in the *public college*, 12% in the *private college*, and 39% in the *institute sectors*. Those unable to answer the question were 11% and 38% in the *public* and *private college sectors*.

Of the 96 respondents that participated in the study, 35% held the view that the attitude of the general public had either changed or was changing. Only 18% believed the attitude had not changed at all, while many of the respondents (36%) believed the public had no knowledge of the situation.

Those who believed that the attitudes of the general public had changed or were changing cited several reasons for this change. These reasons were, in the order of their frequency, (a) the general public are more concerned with the economic situation, (b) the general public are disillusioned with the rising educational cost and low educational returns, and (c) the general public perceive affluence in the environment of post-secondary institutions. Many of the respondents perceived that the economic situation in the province (large deficit, high unemployment, low economic growth rate, and concern over any increase in taxes) has higher priority in the minds of the general public. Some of the respondents perceived that the general public was disillusioned with the overall educational output and the general public have started to question that if the province has one of the best-funded educational systems, what has the province got to show for it? One of the respondents elaborated further:

> *I think we are getting into an era of disillusionment in the public on post-secondary education. . . . In this country there was quite an article of faith that investment in higher education would be the answer and I am not sure that promise has been delivered. Because people have different views about the role of higher education, is it an economic device, is it a self-fulfilment device, is it both, is it neither of them, which is most important at any particular time. I think there is some level of disillusionment because many taxpayers are saying, look you said that education would be the answer, we gave you unprecedented levels of financial support and the problems have not gone away. In fact, some of the problems are even worse, our productivity is going down, our proportion of young people*

Table 6.3

Opinions About the Attitude of the General Public

Responses	Sectors									
			Colleges							
	University		Public		Private		Institute		Total	
	f	%f	f	%f	f	%f	f	%f	f	%f
The attitude of the public had either changed or was changing.	9	34.6	12	33.3	6	37.5	7	38.9	34	35.4
The attitude of the public had not changed.	5	19.2	6	16.7	2	12.5	4	22.2	17	17.7
The public had no knowledge of the situation in the post-secondary institutions.	12	46.2	14	38.9	2	12.5	7	38.9	35	36.5
No idea.	0	0	4	11.1	6	37.5	0	0	10	10.4
Total	26	100	36	100	16	100	18	100	96	100

> *going into careers in science, engineering and technology is going down, our social ills are not being solved, what is this all about. . . ?*

In addition, other respondents observed that the general public perceive the large and elaborate building structures in these institutions, the seemingly well-paid eight-month working professors, and the relatively affluent lifestyle of workers in these institutions as indications that there was no financial crisis in these institutions. These respondents also noted that the fact that no post-secondary institution had ever laid staff off en masse, as was found to be common with organizations hard-hit by financial problems also indicated that the financial crisis could be well over exaggerated. Also, some of the respondents attributed the changing attitudes to the changing population structure such as the greying of the baby-boomers, and greater participation rates for women and foreign students.

Very few of the respondents observed that the attitude of the public was changing for the better. This was attributed to the increase in the volume of information available to the general public about the financial predicaments of these institutions. One of the respondents commented that "*it would be almost impossible if you were an educated person reading the newspapers not to take seriously the constant headlines of tuition increases, potential closure of some parts of the university . . . one thing after the other. So, I think that most intelligent people are saying obviously there is a serious problem.*

The majority of the respondents who stated that the attitude of the general public had not changed observed that the Albertans still considered that their taxes should fund education and that accessibility must be guaranteed. One of the respondents expressed the view that "*they [the public] feel everybody should have equal access to public institutions and [the funding of these institutions] be tax based.*" A slight majority of all the respondents believed that the public had no opinion about the cost of education, the functions and activities of the post-secondary institutions, and the extent to which resources were currently inadequate in these institutions. Hence, the respondents in this category described the attitudes of the general public with respect to the funding of post-secondary education as "indifferent" or "apathetic."

An overwhelming majority, in each category or sector, noted that many misconceptions were held by the general public concerning the affairs of the post-secondary institutions mainly because concerted efforts were not being made by these institutions to adequately educate the public. The following extracts are some of the statements made by respondents concerning lack of information flow to the public:

> *I think there is still, amongst the general public, a misconception of what universities do and therefore* [they are] *not terribly sympathetic to the plight of these institutions.*
>
> *We have not talked enough to them [the public] about the university as being a place of developing value systems, a place where inquiry is done, and selling university as where the society gets answers. . . . but we just rode on the gate between accessibility alone. . . .*
>
> *The public perceived that post-secondary institutions are well-funded, but unfortunately, maybe because of the lack of the marketing efforts of the post-secondary institutions, I do not think the public realizes the amount of money required to maintain the level that the public is expecting.*

Strategies Adopted to Reduce the Impact of Financial Constraint

1.d. Specific Research Question:

> What specific strategies have been examined and/or adopted by these institutions as a result of any perceived change in the resource-environment?

The respondents were asked to describe the strategies that their institutions had adopted to reduce the impact of budget constraints. The strategies mentioned are classified in Table 6.4 into three categories: those perceived to enhance revenue, those

Table 6.4

Frequency and Percentage Frequency Distributions of Strategies Adopted to Reduce the Impact of Financial Constraints

Strategies	Sectors									
	University n=26		Colleges				Institute n=18		Total n=94	
			Public n=34		Private n=16					
	f	%f	f	%f	f	%f	f	%f	f	%f
Revenue-generating Strategies										
Increased fund-raising/development and alumni activities	14	53.8	17	50.0	12	75.0	9	50.0	52	55.3
Increased government lobby	5	19.2	0	0	12	75.0	0	0	17	18.1
Increased tuition	2	7.7	1	2.9	12	75.0	1	5.6	16	17.0
Increased customized and specialized education/research	3	11.5	5	14.7	0	0	6	33.3	14	14.9
Increased continuing education	0	0	6	17.6	0	0	3	16.7	9	9.6
Increased international education	0	0	2	5.9	0	0	7	38.9	9	9.6
Increased admissions	2	7.7	0	0	5	31.2	1	5.6	8	8.5
Increased investment program	0	0	1	2.9	0	0	1	5.6	2	2.1
Efficiency-enhancing Strategies										
"Trimmed the fat" and reorganization	15	57.7	22	64.7	8	50	12	66.7	57	60.6
Increased cost-recovery ancillary services	1	3.8	6	17.6	2	12.5	7	38.9	16	17.0
Adopted strategic planning and budgeting	6	23.1	6	17.6	0	0	1	5.6	13	13.8
Adopted stringency tax	3	11.5	1	2.9	0	0	1	5.6	5	5.3
Adopted contracting-out strategy	1	3.8	2	5.9	0	0	0	0	3	3.2
Coping Strategies										
Reduced support system and union-related staff	5	19.2	6	17.6	0	0	2	11.1	14	14.9
Reviewed/cancelled programs	1	3.8	4	11.8	0	0	2	11.1	7	7.5
Froze wages	1	3.8	0	0	2	12.5	0	0	3	3.2
Reduced admissions	3	11.5	0	0	0	0	0	0	3	3.2
Used part of the reserves	0	0	1	2.9	0	0	1	5.6	2	2.1
Ran deficit	2	7.7	0	0	0	0	0	0	2	2.1

perceived to enhance efficiency, and those that affected the scope and scale of operation. One of the respondents declined to answer because of inadequate information on the topic, another respondent who had argued that there was no budget constraints also declined to answer this question.

Under the revenue-generating strategies, the three most frequently mentioned strategies in the *university sector* were increased fund-raising, development and alumni activities (54%), increased government lobbying for funds (19%), and increased customized and specialized (partnership) education/research activities (12%). In many cases, customized programs take the form of industry specific training or research works. Those of the *public college sector* were increased fund-raising, development and alumni activities (50%), increased continuing education activities (18%), and increased customized and specialized education (15%). In the *private college sector*, the most frequently mentioned strategies were increased fund-raising, development and alumni activities (75%), increased government lobbying for funds (75%), and increased tuition (75%).

In order to enhance efficiency in the *university sector*, "trimming the fat" and reorganization (58%), strategic planning and budgeting (23%), and stringency tax (12%) were found to be the most frequently mentioned strategies adopted. Stringency tax (an across-the-board tax imposed to reduce expenditure without any reduction in services) may not necessarily be classified as an efficiency tax because, as the University of Alberta found, it taxes both efficient and inefficient units equally. Selective taxes designed to close inefficient or weak units may be increasingly used to replace stringency taxes in the *university sector*.

While in the public college sector, "trimming the fat" and reorganization (65%), increased cost-recovery ancillary services (18%), and strategic planning and budgeting (18%) were adopted. Only two strategies were mentioned by the private institutions–

"trimming the fat" and reorganization (50%) and increased cost-recovery ancillary services (13%). "Trimming the fat" and reorganization (67%) were the most popular efficiency-enhancing strategies employed in the *institute sector*, followed by increased cost-recovery ancillary services (39%), and by both strategic planning and budgeting and stringency tax both with 6%.

Under the coping strategies, reducing the support staff and union-related staff (19%), reducing admissions (12%), and running a deficit (8%) were the three most frequently mentioned strategies in the *university sector*; reducing the support staff system and union-related staff (18%), program review/cancellation (12%), and using part of the reserves (3%) were mentioned in the *public college sector*. Only one strategy was mentioned in the *private college sector*–wage freezes (13%) and in the *institute sector*, those mentioned were reducing the support staff system and union-related staff (11%), program review/cancellation (11%), and using part of their reserves (6%).

Overall, the three most frequently mentioned strategies were

- "trimming the fat" and reorganization,
- increased fund-raising, development and alumni activities, and
- increased government lobbying for funds.

These strategies were mentioned by 61%, 55%, and 18% of all the respondents respectively. The three least-frequently mentioned strategies were

- increasing investment programs (investing surplus in interest-generating activities),
- using part of the reserves, and
- running a deficit.

Each of these strategies was mentioned by only 2% of the respondents. Generally, revenue-generating strategies were found to be most common followed by efficiency-enhancing strategies.

"Trimming the fat" and reorganization entailed the restructuring of the institution. In some cases, staff in positions considered redundant or of low priority were retrained and relocated, rather than retrenched, to other departments or units considered of higher priority. For example, in one of the institutions, a respondent mentioned that

> *we did that* [reorganization] *by flattening the organization by taking out people that were in the middle management position and repeating other people's work. We took them because they have the skills and abilities to develop our international education including continuing education, business, industry, and government specific training programs, by establishing those sections, we are now able to generate revenue to replace the lost revenue from the government.*

Strategies adopted to enhance efficiency include identifying and reducing waste. In one institution, the president explained that they converted their heating plan from a centralized system to an individual building heating system and they saved the cost of approximately *"seven steam engineers annually and the salaries plus the heat loss cost-savings. . . . we saved several hundred thousands dollars a year in that."*

Increased fund-raising, development and alumni activities were found to include the establishment of office(s) where there had been none or enhancement of their profile where they existed. In one of the institutions, the profile of the development office was raised from the director level to the vice-president level. This strategy included increasing the budget and staff allocated for the development function. Increased government lobbying for funds was found most common in the private college sector. Many of the respondents from this sector explained that the government was getting a cheap bargain out of their services as compared to what the government was spending to educate students in the public sectors.

The respondents from the Department of Advanced Education were asked to mention strategies for reducing budget constraints that were recommended to the post-secondary institutions. From their responses, it was observed that the Department viewed differently requests for funds because of the growth in volume (enrollment) and growth in programmatic mandate. While the demand due to volume increase was considered of higher priority, the institutions were advised to increase their efficiency and to generate funds from alternative sources to meet other demands. One of the respondents commented that "*we have encouraged them [institutions] to shut down and reallocate money from programs that are low in enrollment or low utility to their communities or regions. . . . and, implicitly, to curtail cost increases, salary increases, expenditures increases, and usual kind of things*."

Environmental Concerns

1.e. Specific Research Question:

> To what extent do the administrators of post-secondary institutions in Alberta perceive inadequate government grants, inflation, enrollments, and declining resources to be of concern?

The administrators of post-secondary institutions will restructure their institutions to compete if they perceive competition exists in the resource-environment of their institutions. Several questions were presented to the respondents to determine their concerns with respect to the resource-environment.

Environmental Factors of Concern

Using a five-point scale (1=none or not at all, 2=little or small, 3=somewhat or moderate or average, 4=high or great, and 5=very high or very great), the respondents were asked to rate the extent to which they perceived inadequate government grants, inflation, enrollments, and declining resources to be of concern to their institutions. The summary of the analysis presented in Table 6.5 indicates that declining resources, with an overall mean of 4.30, was perceived as of high concern in all the sectors. As indicated by means, the private college sector ($\bar{X}$=4.40) perceived declining resources to be slightly more of a concern than did the *university* and *public college sectors* with their

Table 6.5

Extent of Concern of Administrators With Selected Matters

Matters	Sectors									
			Colleges							
	University n=24		Public n=35		Private n=16		Institute n=17		Total n=92	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Inadequate government grant	4.08	0.93	4.43	0.74	4.81	0.40	3.82	1.13	4.29	0.88
Inflation	3.75	0.94	3.69	0.87	3.31	0.79	3.94	0.97	3.69	0.90
Enrollment of high-quality students	3.70	1.45	3.94	0.73	4.13	1.03	3.82	1.13	3.89	1.07
Enrollment of average students	3.30	1.11	3.88	0.73	3.44	0.96	3.69	1.14	3.62	0.97
Declining resources	4.29	0.89	4.29	0.83	4.40	0.99	4.24	1.09	4.30	0.90

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

means of 4.29. The second major concern was inadequate government grant (overall $\bar{X}=4.29$), which was perceived in all the sectors to be of high concern. Enrolling high-quality students was perceived as of high concern with the *private college sector* showing the greatest concern. Many of the respondents identified out-dated laboratory equipment, inadequate space, and buildings needing renovations as major concerns. The *private sector institutions* exhibited greater concern with respect to the matters presented than did all the *public sector institutions* taken collectively, with the exception of inflation and enrollment of average students (Table A6.5, Appendix A.3). A detailed comparison of public sector institutions with private sector institutions can be found in Appendix A.3.

Competitive Environment

1.f. Specific Research Question:

> To what extent do these administrators consider competition exists among these post-secondary institutions for students, donations, and recognition?

Does competition exist in the environment of the post-secondary institutions in Alberta and if so, to what extent does this competition exist? In response to these two questions, respondents rated the extent to which they perceived the existence of competition for selected resources. As shown in Table 6.6, the *university sector* perceived high competition for recognition as a center of excellence ($\bar{X}=4.25$), donations from corporations ($\bar{X}=4.25$), and donations from *private citizens* ($\bar{X}=3.88$). In the *public college sector*, competition for donations from corporations ($\bar{X}=3.91$), high quality students ($\bar{X}=3.83$), recognition as centre of excellence ($\bar{X}=3.69$), average students ($\bar{X}=3.54$), and donations from the private citizens ($\bar{X}=3.51$) were considered to be high. The competition for donations from corporations ($\bar{X}=4.63$), donations from private citizens ($\bar{X}=4.44$), recognition as a center of excellence ($\bar{X}=4.13$), attracting high-quality students ($\bar{X}=3.94$) were perceived to be high in the *private college sector*.

Table 6.6

Administrators' Perceptions of Competition in the Resource-environment

Areas of Competition	Sectors									
			Colleges							
	University		Public		Private		Institute		Total	
	n=24		n=35		n=16		n=17		n=92	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
High quality students	3.33	1.24	3.83	0.71	3.94	0.77	3.77	0.90	3.71	0.93
Average students	2.65	0.65	3.54	0.78	3.00	0.73	3.24	0.97	3.17	0.85
Minority students	2.41	0.83	2.32	0.84	2.31	0.60	2.29	0.85	2.34	0.79
Disabled students	2.17	0.96	2.14	0.84	1.88	0.62	2.24	0.75	2.12	0.82
Donations from the private citizens	3.88	0.95	3.51	1.15	4.44	0.63	4.00	0.79	3.86	1.00
Donations from corporations	4.25	0.90	3.91	0.92	4.63	0.50	4.47	0.62	4.23	0.84
Recognition as a centre of excellence	4.25	0.90	3.69	0.63	4.13	0.62	4.06	0.75	3.98	0.76

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

Donations from corporations ($\bar{X}$=4.47), recognition as a center of excellence ($\bar{X}$=4.06), donations from private citizens ($\bar{X}$=4.00), and attracting high-quality students ($\bar{X}$=3.77) were perceived as highly competitive in the *institute sector* . Except with respect to competition for average, minority, and disabled students, the *private sector institutions* perceived higher level of competition in all the areas presented than did the *public sector institutions* (Table A6.6, Appendix A.3).

The *university sector* had the highest means with respect to the perception of the level of competition for minority students and recognition as centers of excellence. The *public college sector* had the highest mean with respect to the perception of the level of competition for average students. The *private college sector* had the highest means with respect to the perception of the levels of competition for high-quality students and donations from the general public and from corporations. The *institute sector* had the highest mean with respect to the perception of the level of competition for disabled students.

Overall, all the sectors perceived the search for high quality students ($\bar{X}$=3.71), average students ($\bar{X}$=3.17), donations from both the private citizens ($\bar{X}$=3.86) and corporations ($\bar{X}$=4.23), and recognition as a centre of excellence ($\bar{X}$=3.98) as either moderately competitive or highly competitive. Many of the respondents commented that there was no special financial incentive attached to the recruitment of either minority or disabled students; hence, they were perceived to have little competition. In response to an interview question, the majority of the respondents indicated that there was more intra-sectorial competition than inter-sectorial. In their elaboration, respondents noted that the nature of students and programmatic overlap may be the reasons for the emphasis upon intra-sectorial competition.

Summary

Opinions of the administrators were divided concerning the extent to which the budget constraints in the post-secondary institutions were indicative of a shift in ideology. While about 49% of the respondents believed there was either a planned or an unconscious shift in ideology, 47% believed there was no shift in ideology. To many of them who believed there was a shift, events happening in the Western World, for example, in Britain and in the U.S., were perceived to have influenced the funding ideology in Alberta. Those who believed there was no shift disagreed that there was any ideology in the first instance, and secondly, that the financial constraint in these institutions were solely a function of the government fiscal restraint which, in turn, was a function of the global economic situation.

However, 69% believed that the attitude of the government had either changed or was changing with respect to funding post-secondary education. Many felt that the changes were attributable to the changing public attitude. Over 53% believed that the attitude of the general public was either changing or had changed, while 37% believed that the general public was not significantly well informed to make a judgement. Many of the respondents believed the general public held misconceptions either because they were not informed or wrongly informed.

To reduce the impact of budget constraints in the post-secondary institutions, 20 strategies adopted by these institutions were identified. Strategies to enhance revenue were mentioned most frequently, followed by strategies to enhance efficiency, while strategies to cope were mentioned least. Most popular strategies found were "trimming the fat" and reorganizing(61%), fund-raising and development activities (55%), and lobbying the government (18%).

Of high concern to the post-secondary institutions in Alberta were declining resources, inadequate government grant, and recruiting high quality students. The declining resources mentioned include laboratory equipment, classroom and office space. The administrators of the post-secondary institutions perceived that some to high competition existed in the province for donations from corporations, recognition as a center of excellence, donations from the private citizens, high quality students, and average students. All the institutions that participated in the study were found to engage more in intra-sectorial competition than inter-sectorial competition.

CHAPTER 7

MARKETING PRACTICES AT POST-SECONDARY INSTITUTIONS IN ALBERTA

This chapter presents the summary of data analyses with respect to the extent to which post-secondary institutions in Alberta engaged in marketing practices. The chapter starts with discussion of the meaning attached to "marketing of post-secondary institutions" by the administrators of these institutions. Analyses of data are then presented concerning the extent to which these administrators perceived these matters– their institutions' freedom to respond, their institutions' responsiveness to their various constituents, incorporation of marketing offices into their institutional structures, allocation of resources to marketing activities, involvement of administrators and faculty in marketing activities, and conducting of marketing research studies. In the presentation, both the general and the specific research questions, and summary of analyses are included to provide for clarity.

Administrators' Definitions of Marketing

2. General Research Question:

To what extent is the adoption of marketing philosophy and activities a common phenomenon in post-secondary institutions in Alberta?

2.a. Specific Research Question:

> How do the administrators of the post-secondary institutions in Alberta define the adoption of marketing in higher education?

All the respondents were asked an open-ended question, requesting them to explain what they understood the adoption of marketing by post-secondary education to mean. As shown in Table 7.1, marketing as a set of strategies designed to advertise and promote institutional awareness was the most common definition in the *university sector* (50%) and *public college sector* (54%) whereas marketing as a set of strategies to attract the "right kind of students," was the second most common definition in these sectors (23% and 40%). Approximately 88% of all the respondents in the *private college sector* defined marketing as a set of strategies to attract students, followed by marketing as strategies for promoting institutional awareness (38%). The understanding of marketing as a process of mandate clarification, determination of strengths and weaknesses, and institutional positioning (50%) was most common, followed by marketing as a set of strategies to attract students (33%) in the *institute sector*. The definition of marketing as a process or philosophy was not common among the administrators interviewed in the *university, public,* and *private sectors*. The least common definition in all the sectors was marketing as a strategy for attracting government support. Overall, the majority of the respondents defined marketing as a set of strategies or activities rather than as a process or an institutional philosophy.

Five of the 96 respondents stated that the adoption of marketing was not a positive development because marketing connotes profiteering, because the adoption of marketing may displace the objective of their institutions which was to educate their students, and because marketing negates the long-held tradition of their institutions. However, an overwhelming majority (95%) expressed that marketing was a positive move in their institutions because, as explained by one of the respondents,

> *there is a tendency for universities to be managed and to be run according to the convenient schedule of the faculty. . . . What is important is a new reality that comes [through the adoption of marketing] as we have to orient our administrative thinking to say 'how does this look?' from the students' point of view.*

Table 7.1

Definitions of Marketing Provided by the Administrators of Post-Secondary Institutions

Definitions	Sectors									
			Colleges							
	University n=26		Public n=35		Private n=16		Institute n=18		Total n=95	
	f	%f	f	%f	f	%f	f	%f	f	%f
Students Marketing as a set of strategies for attracting students/the "right kind of students."	6	23.1	14	40.0	14	87.5	6	33.3	40	42.1
Image-Making Marketing as a set of strategies for creating a desired image.	4	15.4	7	20.0	2	12.5	3	16.7	16	16.8
Support Marketing as a set of strategies for attracting the public support.	2	7.7	2	5.7	1	6.3	1	5.6	6	6.3
Marketing as a set of strategies for attracting the government support.	0	0	1	2.9	1	6.3	0	0	2	2.1
Donations Marketing as a set of strategies for attracting private and corporate donations.	2	7.7	1	2.9	1	6.3	3	16.7	7	7.4
Promotions Marketing as a set of strategies for advertising and promoting institutional awareness.	13	50	19	54.3	6	37.5	3	16.7	41	43.2
Vital Resources Marketing as a set of strategies for attracting vital resources–students, public support, donations, staff, and recognition.	4	15.4	2	5.7	0	0	0	0	6	6.3
Process Marketing as a process of mandate clarification, strengths and weaknesses determination, and institutional positioning.	2	7.7	8	22.9	4	25	9	50	23	24.2
Philosophy Marketing as a consumer-client-oriented philosophy adopted to govern all institutional operations with the purpose of mutual benefit.	2	7.7	3	8.6	4	25	3	16.7	12	12.6

The respondents from the Department of Advanced Education were asked to describe what they understood by the phrase "marketing of post-secondary institutions." They explained that marketing of post-secondary institutions would involve making the services of these institutions more feasible and better known to the potential users. One respondent stated, in addition, that *"this* [marketing] *starts with producing a quality product first and I think we have that in the province."* They also noted that there had not been any overt and direct encouragement from the government or the Department to these institutions to market themselves. A senior official from the Department observed that *"[the marketing of post-secondary institutions in the province] has been as a consequence of the financial pressure and the encouragement to find alternative sources of revenue, but clearly they have been doing some marketing."*

Perceived Prevalence of the Adoption of Marketing

2.b. Specific Research Question:

> How common is the practice of a deliberate adoption of strategies related to marketing perceived by the administrators of post-secondary institutions as "marketing?"

Given their understanding of marketing, the respondents were asked if they perceived marketing to be a common, a growing, or a rare phenomenon in post-secondary institutions in the province. In Table 7.2, their responses were summarized into three categories: those who perceived marketing as a strategy, a process, or as a philosophy.

About 85% of the respondents who described marketing as a set of strategies to attract resources (students, image, support, etc.) perceived this strategy to be either a common or a growing phenomenon in post-secondary institutions in the province. Of those who understood marketing to be a process, none perceived this process to be common, 36% perceived it to be a growing phenomenon, the majority of 55% perceived

Table 7.2

Perceived Prevalence of Marketing Activities by Definitions of Marketing

The Use of Marketing	Marketing as a strategy		Marketing as a process		Marketing as a philosophy		Total	
	f	%f	f	%f	f	%f	f	%f
Marketing is a common phenomenon	29	47.5	0	0	0	0	29	30.5
Marketing is not a common but a growing phenomenon	23	37.7	8	36.4	2	16.7	33	34.7
Marketing is a rare phenomenon	5	8.2	12	54.6	10	83.3	27	28.4
No idea	4	6.6	2	9.1	0	0	6	6.3
Total	61	100	22	100.1	12	100	95	99.9

it to be a rare phenomenon, while 9% reported that they had no idea. None of those who understood marketing to be a philosophy that guides organizational or institutional activities perceived marketing as common, but 17% perceived it to be a growing phenomenon while an overwhelming majority (83%) perceived it to be a rare phenomenon. In total, over 65% perceived marketing to be either a common or a growing phenomenon in the post-secondary institutions in Alberta.

Many of the respondents who perceived marketing to be common also indicated the source of their knowledge of marketing strategy. As explained by one of the respondents, *"there are many institutions in Alberta that belong to CASE [Council for Advancement and Support of Education] and from attending their conferences and seminars* [they] *are applying those principles to enrollment management."* Another respondent explained that although marketing was not common, it had started to grow:

> *We are new to this game. We have previously assumed that we knew what was right, that we understood pedagogy in its fundamentals, that the rest of the world did not need to understand, they simply needed to come to us, receive the inspired wisdom, go off with the degree and achieve great things. I think we are beginning to shift away from that.*

The majority of those who defined marketing as a philosophy explained that there were misunderstandings concerning what marketing was perceived to be. They explained that many administrators of post-secondary institutions in Alberta think they were marketing just because they were *"adding more colors to their view-books."* They further remarked that clearly educational institutions in Alberta were still being run according to the convenience of the faculty and according to what the faculty considered to be suitable for their students.

Institutional Responsiveness

One of the most frequently cited reasons in the literature on educational marketing for educational institutions to adopt marketing is increased responsiveness of these institutions. In order to determine the extent to which post-secondary institutions in the province are responsive, several questions were asked concerning the freedom to respond, the limitation on responsiveness, administration and faculty's responsiveness, and students' input. The respondents were also asked to rate the extent to which their institutions were perceived to engage in marketing research–activity through which an institution obtains accurate information about its environment which would enable it to respond appropriately.

The Freedom to Respond

2.c. Specific Research Question:

> To what extent do the administrators of post-secondary institutions perceive that their institutions are free to respond to "market forces?"

Only in the *private college sector* did the respondents perceive that their institutions had great freedom ($\bar{X}$=3.68) to offer new credit programs (Table 7.3). The rest of the sectors described their freedom as moderate. However, all the sectors were similar in their ratings of freedom to offer new non-credit programs. The freedom was described as either "great" (as in the case of the *university sector* with the mean of 4.00) or "very great" (as in the case of the *public college sector* with the mean of 4.74). With respect to the freedom to set tuition fees for credit programs, only the *private college sector* ($\bar{X}$=4.38), rated it as being great, while the rest of the sectors perceived it as little. The freedom to set tuition fees for non-credit programs was perceived to be great in the *institute* ($\bar{X}$=4.29) and in the *university* ($\bar{X}$=4.04) sectors, but very great in the *public college* ($\bar{X}$=4.54) and in the *private college* ($\bar{X}$=4.50) sectors. The freedom to advertise programs in all the sectors were found to be generally very great. The *private sector institutions* exhibited higher level of freedom on the factors presented than did the public sector institutions, with the exception of freedom to offer non-credit programs. Since the *private college sector* did not need the approval of the Department of Advanced

Table 7.3

Perceived Freedom to Respond in Post-Secondary Institutions

Selected Factors	Sectors									
			Colleges							
	University n=24		Public n=35		Private n=16		Institute n=17		Total n=92	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
The Freedom to:										
offer new credit programs	2.83	0.83	2.77	1.10	3.68	1.10	2.71	1.10	2.93	1.10
offer new non-credit programs	4.00	1.00	4.74	0.51	4.37	0.72	4.29	0.85	4.40	0.80
set tuition fees for credit programs	2.26	0.96	2.23	0.77	4.38	0.89	2.18	0.53	2.60	1.10
set tuition fees for non-credit programs	4.04	0.93	4.54	0.66	4.50	0.63	4.29	0.69	4.36	0.75
advertise the programs	4.52	0.73	4.51	0.70	4.68	0.48	4.47	0.62	4.54	0.66

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

Education to offer specific courses, the distinction between credit and non-credit in this sector may not be useful.

In the *university*, *public college*, and *institute sectors*, decisions concerning credit programs were subject to the approval of the Department of Advanced Education; hence, the administrators of these institutions perceived restrictions in their ability to respond in this area. A non-approved program did not qualify for government funding and recognition. In these institutions, non-credit programs frequently served as income generators.

Limitations to Institutional Responsiveness

2.d. Specific Research Question:

> To what extent do the administrators of post-secondary institutions perceive that limitations exist on institutional responsiveness?

If the administrators surveyed perceived that their institutions had only limited freedom to respond, what factors do they perceive as restricting their responsiveness and to what extent do these factors actually restrict these institutions? Table 7.4 shows that the most restrictive factors in the *university sector* were financial constraint ($\bar{X}=4.33$), opinions of their faculty members ($\bar{X}=3.83$), government policy ($\bar{X}=3.54$), and opinions of the administrators ($\bar{X}=3.42$). In the *public college sector*, financial constraint ($\bar{X}=4.37$) also ranked first among the factors limiting or restricting institutional responsiveness. This was followed by government policy ($\bar{X}=3.80$), opinions of administrators ($\bar{X}=3.66$), and opinions of faculty members ($\bar{X}=3.46$). In the *private college sector*, financial constraint ($\bar{X}=4.88$) ranked first followed by government policy ($\bar{X}=4.25$), opinions of administrators ($\bar{X}=3.63$), and opinions of faculty members ($\bar{X}=3.63$). With the mean of 4.59, financial constraint was perceived by the *institute sector* to be very highly restrictive. This was followed by government policy ($\bar{X}=4.06$), the opinions of the administrators ($\bar{X}=3.47$) and the society ($\bar{X}=3.24$).

Table 7.4

Perceived Limitations to Institutional Responsiveness

Selected Restrictive Factors	Sectors									
			Colleges							
	University n=24		Public n=35		Private n=16		Institute n=17		Total n=92	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Government policy	3.54	1.20	3.80	0.83	4.25	0.93	4.06	0.83	3.86	0.97
Opinions of the society	3.04	0.96	3.14	0.77	3.19	0.66	3.24	0.56	3.14	0.76
Opinions of faculty members	3.83	0.64	3.46	0.89	3.63	0.96	3.18	0.64	3.53	0.82
Opinions of administrators	3.42	1.10	3.66	0.64	3.63	1.10	3.47	1.10	3.55	0.93
Financial constraints	4.33	0.76	4.37	0.69	4.88	0.34	4.59	0.71	4.49	0.69

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

For all sectors combined, factors considered to be either highly or very highly restrictive in all the sectors were financial constraints ($\bar{X}$=4.49), government policies ($\bar{X}$=3.86), opinions of administrators ($\bar{X}$=3.55), and opinions of faculty members ($\bar{X}$=3.53). As shown in Table A7.4 (Appendix A.3), the *private sector institutions* scored higher means than did the *public sector institutions* on all the factors presented.

The majority of the respondents agreed that, without adequate financing, it would be difficult for their institution to respond appropriately to all the needs of the environment. Since the government, through the Department of Advanced Education, lays down the general mandate and framework for most of these institutions, allocates funds, and ratifies or nullifies some of the institutional-specific plans, the perception of government policies as restrictive was expected. Although respondents generally complained about their faculty as not *"buying into marketing,"* the administrators of these institutions (except in the *university sector*), were found to limit institutional responsiveness more than the faculty. One of the respondents explained that *"many of these senior administrators are made up of faculty members anyway."*

Faculty and Administrators' Responsiveness

2.e. Specific Research Question:

> To what extent do the administrators of post-secondary institutions perceive that their post-secondary institutions are responsive to the needs of their relevant publics?

The respondents were asked to rate the extent to which they perceived that their faculty and administrators responded to various constituents–relevant publics. In all the sectors, faculty members were perceived to be highly responsive ($\bar{X}$=3.71) to the opinions and needs of their students (Table 7.5). Compared to the faculty, administrators in all the sectors were found slightly lower ($\bar{X}$=3.60) in their responsiveness to the students. However, while administrators were perceived to be highly responsive ($\bar{X}$=3.67) to the general public (community), faculty members were found only moderately responsive ($\bar{X}$=2.84) to the community. The *university sector* has the lowest ratings of their faculty's responsiveness to students ($\bar{X}$=3.38), to the general public ($\bar{X}$=2.63), administrators' responsiveness to students ($\bar{X}$=3.46), and to the general public ($\bar{X}$=3.38). The *private college sector* rated their faculty's responsiveness to students ($\bar{X}$=4.25) higher than the other sectors, while the *public college sector* rated their administrators' responsiveness to students ($\bar{X}$=3.71) and the general public ($\bar{X}$=3.86) higher than the *university, private,* and *institute sectors*. The faculty's responsiveness to the administration was perceived to be high ($\bar{X}$=3.81) in the *private sector* and moderate in the other sectors. The *institute* ($\bar{X}$=4.29) and *public college* ($\bar{X}$=4.17) sectors perceived that their administrators were highly responsive to the employers of their students while the administrators' responsiveness to the employers had the lowest rating ($\bar{X}$=2.73) in the *private sector*. Many respondents commented that faculty members were more concerned with their teaching and students than they were with the administration and the general public. The post-secondary institutions in the *private sectors* indicated higher administrators' responsiveness to the opinions of their students and community than did the post-secondary institutions in the *public sector* (Table A7.5, Appendix A.3). However, administrators in *public sector institutions* indicated higher responsiveness to employers than did those in the *private sector institutions*. On all the items presented, faculty's responsiveness was higher in the *private sector institutions* than in the *public sector institutions*.

Students' Input to Academic/Administrative Matters

The extent to which the faculty and the administration were responsive to the opinions and needs of their students would depend on the extent to which these students had input into some academic and administrative matters. The respondents were therefore asked to rate the extent to which they perceived their students had input into these matters in their institutions.

- Table 7.5

Faculty and Administrators' Responsiveness to Various Constituents

Constituents	Sectors									
			Colleges							
	University n=24		Public n=35		Private n=16		Institute n=17		Total n=92	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Faculty's responsiveness to:										
the opinions/needs of students	3.38	0.77	3.57	0.56	4.25	0.68	3.94	0.66	3.71	0.72
the opinions of the general public	2.63	0.71	2.83	0.82	3.00	0.63	3.00	0.71	2.84	0.75
the administration of their institutions	3.22	0.80	3.26	0.74	3.81	0.83	3.35	0.86	3.36	0.81
Administrators' responsiveness to:										
the opinions/needs of students	3.46	0.88	3.71	0.79	3.63	0.81	3.56	0.89	3.60	0.83
the opinions of the general public	3.38	0.58	3.86	0.73	3.81	0.98	3.59	0.80	3.67	0.77
the opinions of employers	3.71	0.76	4.17	0.62	2.73	0.80	4.29	0.59	3.69	0.92

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

The figures provided in Table 7.6 indicate that students' input to decisions concerning the development of new programs ranged from little in the *university sector* ($\bar{X}$=2.38) to moderate in the *private sector* ($\bar{X}$=2.63). The students' input into advertising new programs was rated generally as little ($\bar{X}$=2.30) as was delivery of new programs ($\bar{X}$=2.40). The students' input into decisions about students' accommodation ($\bar{X}$=3.07) and recreational facilities ($\bar{X}$=3.13) were rated generally moderate, except in the *institute sector*, which did not have accommodation facilities. The *university sector* obtained the lowest means in terms of students' input to matters concerning students' accommodation ($\bar{X}$=2.80) and recreational facilities ($\bar{X}$=2.85). The *private sector institutions* indicated higher students' input to matters concerning program development, accommodation facilities, and recreational facilities, but lower students' input to matters concerning program advertising and program delivery than did the *public sector institutions*.

Institutional Research

2.f. Specific Research Question:

> To what extent do post-secondary institutions in Alberta engage in studies that are similar to marketing research studies?

In order to determine the extent to which post-secondary institutions in Alberta have engaged in research studies and the extent to which some matters of relevance to marketing research were included in their research efforts, the structured interview contained a question to this effect. As shown in Table 7.7, research efforts to determine the public perceptions of individual post-secondary institutions in Alberta were found similar in all the sectors, with the *private college sector* obtaining the lowest mean of 2.80 and the *institute sector* obtaining the highest mean of 3.41. This pattern was also found with respect to institutional research efforts to determine the students' opinions about various aspects of the institution--*private college sector* obtained the lowest mean

Table 7.6

Students' Input into Selected Academic/Administrative Matters

Academic/Administrative Matters	Sectors									
			Colleges							
	University n=24		Public n=35		Private n=16		Institute n=17		Total n=92	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Students' input into:										
developing new programs	2.38	0.82	2.50	0.86	2.63	0.72	2.41	0.62	2.47	0.78
advertising new programs	2.08	0.72	2.50	0.99	2.25	0.93	2.24	1.03	2.30	0.93
delivery of new programs	2.13	0.85	2.56	0.96	2.31	1.08	2.53	1.01	2.40	0.97
deciding about student accommodation	2.80	1.03	3.27	0.79	3.38	0.96	2.71	0.99	3.07	0.94
deciding about recreational facilities	2.85	1.14	3.21	0.93	3.38	1.09	3.06	0.90	3.13	1.00

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

($\bar{X}=3.00$), while the *institute sector* obtained the highest mean ($\bar{X}=3.35$). Similarly, the *private college sector* obtained the lowest mean in their research efforts to determine the opportunities for program development ($\bar{X}=3.07$) and the positioning of the sector among the post-secondary institutions in the province ($\bar{X}=2.50$). On these two factors, the *institute sector* obtained the highest means of 3.59 and 3.35 respectively.

Research efforts to identify the potential donors were perceived as high ($\bar{X}=3.73$) in the *private sector* and the *institute sector* ($\bar{X}=3.65$), but moderate in the *public college sector* with the lowest mean of (2.66). In terms of the research efforts to determine the characteristics of the type of students that may enrol in each institution, these efforts were perceived as high ($\bar{X}=3.74$) in the *university sector* and moderate in both the *institute sector* ($\bar{X}=3.47$) and *public college sector* ($\bar{X}=2.85$). Both the *university* ($\bar{X}=3.17$), *institute* ($\bar{X}=2.88$), and *private* ($\bar{X}=2.56$) sectors perceived their research efforts to determine the characteristics of the type of students that enrolled but withdraw to attend other institutions to be moderate. On this item, the *public college sector* obtained the lowest mean of 2.49. With respect to the research efforts to determine programs of study which should be continued and which should be discontinued, responses ranged from high in the *institute sector* ($\bar{X}=3.71$) to moderate in both the *public college* ($\bar{X}=2.91$), *private college* ($\bar{X}=2.73$), and *university* ($\bar{X}=2.70$) sectors.

In general, the *institute sector* obtained higher means than the other sectors in the province in terms of their research efforts to determine public and students' perceptions, program opportunities, and program viability. The *private college* and *institute sectors* obtained higher means than did the other sectors in terms of their research efforts to identify potential donors to their institutions. The *university sector* obtained higher mean in terms of their research efforts to determine their students' characteristics. With the exception of research efforts to determine potential donors, the *private sector*

Table 7.7

Perceived Institutional Research Efforts

Areas of Research Focus	Sectors									
			Colleges							
	University		Public		Private		Institute		Total	
	n=24		n=35		n=16		n=17		n=92	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
The public perception of your institution	3.00	1.00	3.14	1.03	2.80	0.78	3.41	0.94	3.10	0.97
The students' opinions about various aspects of the institution	3.30	0.82	3.03	0.83	3.00	0.93	3.35	0.86	3.16	0.85
The opportunities for program development that are open to your institution	3.30	0.70	3.12	0.95	3.07	1.07	3.59	0.87	3.25	0.90
The positioning of your institution among the post-secondary institutions in Alberta	3.26	0.96	2.86	0.81	2.50	1.16	3.35	1.15	3.00	1.00
The potential donors to your institution	3.44	0.95	2.66	1.04	3.73	1.03	3.65	1.17	3.24	1.12
The characteristics of the type of students that may enrol at your institution	3.74	0.86	2.85	0.80	2.94	1.29	3.47	1.01	3.21	1.02
The characteristics of the type of students that enrolled but withdraw to attend other institutions	3.17	1.19	2.49	0.67	2.56	1.21	2.88	1.22	2.75	1.06
The programs of study which should be continued and which should be discontinued	2.70	0.97	2.91	0.97	2.73	1.10	3.71	0.92	2.98	1.03

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

institutions scored lower means on all the items than did the *public sector institutions* (Table A7.7, Appendix A.3).

Evidence of research efforts was difficult to obtain from many of these institutions. In some places, contracts were given to external consultants to conduct this type of study, while in other places, students' or public reactions are generally observed from administrators day-to-day interactions. Appendix F is a modified (the name of the institution is removed from the document) questionnaire used by one of the institutions to audit its faculty, staff, administrator, and students' opinions about various aspects of the institution. This kind of research effort was limited to those institutions with marketing committees and/or marketing offices.

Perceived Level of Financial Commitment to Selected Activities

2.g. Specific Research Question:

> To what extent are financial resources committed to selected marketing activities in post-secondary institutions in Alberta?

The respondents were asked to rate their perceptions of the extent to which resources were allocated to these activities: advertising programs, attracting students, raising funds, public relations, and enhancing the physical image of the campus. Although all the sectors perceived the level of financial commitment to the advertising of programs of study as moderate (Table 7.8), the public college sector obtained a higher mean of 2.91, while the lowest was found in the *university sector* ($\bar{X}$=2.65). The level of financial commitment to attracting high quality and average students were also perceived as moderate in all the sectors. On this item, the *private college* sector obtained the highest mean of 3.00, while the *public college sector* obtained the lowest mean of 2.47. However, both the *public college* ($\bar{X}$=3.00) and *institute* ($\bar{X}$=3.00) sectors

Table 7.8

Perceived Level of Financial Commitment to Selected Activities

Activities	Sectors									
			Colleges							
	University n=23		Public n=34		Private n=16		Institute n=17		Total n=90	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Advertising programs of study	2.65	0.71	2.91	0.79	2.75	0.85	2.77	0.75	2.79	0.77
Attracting high quality students	2.64	0.95	2.47	0.86	3.00	0.76	2.53	0.88	2.61	0.88
Attracting average students	2.73	0.88	3.00	0.74	2.88	0.81	3.00	1.00	2.91	0.84
Fund-raising	3.21	0.66	2.62	0.82	3.53	0.83	3.24	1.03	3.04	0.89
Alumni affairs	2.14	1.04	2.38	1.05	2.33	0.72	3.00	0.94	2.43	1.00
Public relations	3.00	0.78	3.09	0.79	2.93	0.83	3.12	0.93	3.05	0.81
Enhancing the physical image of the campus	3.22	0.74	3.76	0.87	2.07	0.70	2.94	1.14	3.17	1.04

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

obtained the highest mean score with respect to attracting average students, while the *university sector* obtaining the lowest mean of 2.73.

The *private college sector* had the highest mean (3.53) followed by the *institute sector* ($\bar{X}$=3.24), while the *public college sector* had the lowest ($\bar{X}$=2.62) with respect to the perceived level of financial commitment to fund-raising activities. The perceived level of financial commitment to alumni affairs ranged from low (*university sector*: $\bar{X}$=2.14) to moderate (*institute sector*: $\bar{X}$=3.00). All the sectors were found to be similar with respect to the perceived level of financial commitment to the public relations; the *institute sector* had the highest mean of 3.12, and the *private college sector* the lowest mean of 2.93. The perceived level of financial commitment to enhance the physical image of campuses ranged from high (*public college sector*: $\bar{X}$=3.76) to low (*private college sector*: $\bar{X}$=2.07). As indicated in Table A7.8 (Appendix A.3), the level of financial resources committed to the activities presented in the *private sector institutions*, with the exception of attracting high-quality students and fund-raising, was lower than that of the *public sector institutions*.

Program Development

2.h. Specific Research Question:

> To what extent are programs, promotion, pricing, and delivery of programs integrated into a unified plan in post-secondary institutions in Alberta?

Under a marketing model, program development is jointly performed with other matters (marketing elements) that affect the viability of the program. These matters include the determination of a competitive cost, how to make the availability of the program best known, and how best to deliver the program–from the students' view. The respondents were asked to rate the extent to which they perceived that the program development in their institutions included these matters. The summary of the analyses presented in Table 7.9 indicates that generally, the extent to which each of these matters was perceived to be included in program development could be described as moderate. The least considered matter was the determination of the best time, from the students' view, to hold classes for the programs ($\bar{X}$=2.63), while the most considered matter was the method of delivery ($\bar{X}$=3.21).

The *private college sector* obtained the highest mean ($\bar{X}$=2.94) in terms of putting a competitive cost to the students into consideration when developing a program, with the *public college sector* obtaining the lowest mean ($\bar{X}$=2.58). The *institute sector* scored the highest ($\bar{X}$=3.06) with respect to the inclusion of how best to advertise programs in program development, and the *university sector* scored the lowest ($\bar{X}$=2.52). The inclusion of the best time to hold classes in program development was perceived to be more of a practice in the *university sector* ($\bar{X}$=3.05), while the inclusion of the most efficient methods of delivery was perceived to be more of a practice in the *institute sector* ($\bar{X}$=3.77) than in the other sectors. As shown in Table A7.9 (Appendix A.3), cost considerations and program advertising are more likely to be included in program development in the *private sector institutions* than in the *public sector institutions*. However, considerations of the best time to hold classes and the most efficient delivery method are more likely to be included in program development in the *public sector institutions* than in the *private sector institutions*.

Organizational Structure

2.i. Specific Research Question:

> How common is the establishment of resource-attraction offices in post-secondary institutions in Alberta?

Since the literature on educational marketing suggests that institutions engaged in planned marketing activities reflect the importance of these activities by establishing

Table 7.9

Extent to Which Marketing Elements Are Considered in Program Development

Elements	Sectors									
			Colleges							
	University n=23		Public n=34		Private n=16		Institute n=17		Total n=90	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Determination of a competitive cost to the students	2.65	1.27	2.58	0.79	2.94	0.77	2.77	0.83	2.70	0.93
Determination of how best to advertise the programs	2.52	0.95	2.53	0.62	2.69	0.79	3.06	0.97	2.66	0.82
Determination of the best time, from students' view, to hold classes for the programs	3.05	1.15	2.56	0.79	2.47	0.92	2.41	1.00	2.63	0.96
Determination of the most efficient methods of delivery	3.17	0.83	3.06	0.85	3.00	1.07	3.77	0.66	3.21	0.89

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

offices to plan and implement them, the respondents were asked several questions about their organizational structure.

Establishment of Resource-attraction Offices

The respondents were asked if the following offices existed in their institutions: fund-raising, development, and public relations. As shown in Table 7.10, these three offices existed in most of the post-secondary institutions in the province. However, a slight majority (51%) of the respondents in the public college sector indicated that they did not have the office of development. In some institutions the fund-raising and development functions were combined into one office, hence, some of the respondents might have perceived the distinct roles while others perceived the actual offices.

Coordination of Resource-attraction Activities

In order to determine the extent to which fundraising, alumni affairs, and public relations activities were jointly planned and coordinated in each institution, the respondents were asked to rate their perceptions with respect to this item. As shown in Table 7.11, the respondents generally perceived that there was a moderate coordination between fund-raising and alumni affairs ($\bar{X}$=2.89), fund-raising and public relations ($\bar{X}$=3.21), and alumni affairs and public relations ($\bar{X}$=2.73). The *public college sector* however obtained the lowest on the coordination of fund-raising and alumni affairs ($\bar{X}$=2.47), fund-raising and public relations ($\bar{X}$=2.56), and alumni affairs and public relations ($\bar{X}$=2.29). Except in the coordination of alumni affairs and public relations where the *private college sector* obtained the highest ($\bar{X}$=3.60), the *institute sector* obtained the highest means in the other two areas of coordination. Table A7.11 (Appendix A.3) shows that greater coordination of the activities presented occurred in the *private sector institutions* than in the *public sector institutions*.

Table 7.10

Establishment of Resource-attraction Offices

Sector	Fund-raising				Development				Public Relations			
	Yes		No		Yes		No		Yes		No	
	f	%	f	%	f	%	f	%	f	%	f	%
University	18	75	6	25	23	96	1	4	23	96	1	4
Public college	29	83	6	17	17	49	18	51	27	77	8	[illegible]
Private college	13	81	3	19	15	94	1	6	15	94	1	6
Institute	17	100	0	0	13	77	4	23	17	100	0	0

Table 7.11

Coordination of Resource-attraction Activities

Coordination of Resource-Attraction Activities	Sectors									
			Colleges							
	University n=23		Public n=34		Private n=16		Institute n=17		Total n=90	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Fund-raising and alumni affairs	2.77	1.30	2.47	1.08	3.40	1.12	3.41	1.00	2.89	1.19
Fund-raising and public relations	3.44	0.99	2.56	0.82	4.00	0.85	3.53	0.72	3.21	1.00
Alumni affairs and public relations	2.50	1.19	2.29	0.87	3.60	0.99	3.12	0.78	2.73	1.07

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

Administrator/Faculty Involvement in Resource-attraction Activities

In the literature on marketing of higher education, the suggestion is made that both the top-level administrators and faculty members must be involved in fund-raising, public relations, and student-attraction efforts if these activities are to be highly successful. Therefore, the respondents were asked to rate their perceptions of the extent that the top-level administrators and their faculty were engaged in these activities. With respect to fund-raising activities as shown in Table 7.12, the involvement of the top-level administrators was perceived to be high ($\bar{X}$=4.00) in the *university sector* and in the *private college sector* ($\bar{X}$=3.81), but moderate in the *public college sector* ($\bar{X}$=3.20) and in the *institute sector* ($\bar{X}$=3.18). The *university sector* scored the highest mean (3.83) in terms of their perception of top-level administrators' involvement in public relations. This was followed by the *private college sector* ($\bar{X}$=3.63), while the *institute sector* obtained the lowest mean of 3.12. The perception of top-level administrators' involvement in attracting students was generally moderate, with the *private college sector* having the highest mean of 3.31 and the *institute sector* having the lowest mean of 2.41. The *public college sector* ($\bar{X}$=3.49) and the *university sector* ($\bar{X}$=3.39) perceived a moderate involvement of their top-level administrators in advocating entrepreneurial activities. The *private college sector* obtained the lowest on this item with mean of 2.27. Administrators' involvement in fund-raising, public relations, student attraction was perceived to be greater in the *private sector institutions* than in the *public sector institutions* (Table A7.12, Appendix A.3). Administrators' involvement in entrepreneurial activities was, however, perceived to be greater in the *public sector institutions* than in the *private sector institutions*.

With respect to faculty involvement in fund-raising, the highest mean of 3.06 was found in the *institute sector*, while the lowest mean was found in the *private college*

Table 7.12

Perceived Administrator/Faculty Involvement in Resource Attraction

Resource-attraction Activities	Sectors									
			Colleges							
	University n=23		Public n=34		Private n=16		Institute n=17		Total n=90	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Top-level administrators' involvement in:										
Fund-raising	4.00	0.91	3.20	0.96	3.81	1.05	3.18	1.13	3.51	1.05
Public relations	3.83	0.72	3.40	0.91	3.63	1.26	3.12	1.11	3.50	0.99
Attracting students	3.00	1.05	2.54	0.82	3.31	1.08	2.41	1.12	2.77	1.02
Advocating entrepreneurial activities	3.39	0.84	3.49	0.95	2.27	1.28	3.29	1.16	3.22	1.09
Faculty's involvement in:										
Fund-raising	2.30	0.70	2.06	0.65	1.94	0.77	3.06	0.83	2.29	0.81
Public relations	2.26	0.69	2.77	0.86	2.56	1.21	2.77	0.97	2.60	0.92
Attracting students	2.48	0.79	3.06	0.89	3.00	1.16	2.88	0.99	2.87	0.95

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

sector ($\bar{X}$=1.94). The respondents perceived their faculty involvement in public relations in both the *public college* ($\bar{X}$=2.77) and *institute* ($\bar{X}$=2.77) sectors as moderate, while in the *university sector* it was perceived as low ($\bar{X}$=2.26) Faculty involvement in attracting students was perceived as moderate in the *public college sector* ($\bar{X}$=3.06), and in the *private college sector* ($\bar{X}$=3.00), but low in the *university sector* ($\bar{X}$=2.48). As shown in Table A7.12 (Appendix A.3), except with respect to faculty's involvement in student attraction, the *private sector institutions* obtained lower mean scores than did the *public sector institutions* on all the activities presented.

In general, administrators were perceived to be more involved in fund-raising, public relations, and students attraction than the faculty in all the post-secondary institutions in the province. While the involvement of top-level administrators were generally perceived as average, the involvement of faculty was perceived as low.

Establishment of a Marketing Office

2.j. Specific Research Question:

> In post-secondary institutions in Alberta, how common is the establishment of an office designated as a "Marketing Office" and what functions does the office perform?

In order to determine whether post-secondary institutions in Alberta have started to incorporate marketing offices into their structure or not, the respondents were asked if offices so-designated existed in their institutions. According to Table 7.13, not one respondent indicated that such an office existed in the university sector. A small minority of 21% of the respondents from the *public college sector* claimed they had marketing offices within their structures, while only one person stated that such an office existed in the *private college sector*. All the respondents from the *institute sector* indicated that marketing offices existed in their institutions. While marketing offices were found in the *institutes of technology* in the province, no such offices existed in the

Table 7.13

Establishment of Marketing Offices

Responses by respondents	Sectors									
	University		College				Institute		Total	
			Public		Private					
	f	%f	f	%f	f	%f	f	%f	f	%f
My institution has a marketing office	0	0	7	21	1	6	17	100	25	28
My institution has no marketing office	24	100	26	79	15	94	0	0	65	72

university and *private college sectors*. Only one *public college* out of five that participated had an office similar to that of a marketing office. Many of the public colleges, however, indicated that they had marketing committees which served as advisory organs to the presidents and their boards of governors. Appendices G to I contain modified documents obtained from several institutions on objectives and compositions of their marketing committees.

The respondents who indicated that they had marketing offices were asked to indicate the level at which these offices existed in their institutions. In the *public college sector*, five respondents indicated that responsibilities for the marketing offices in their institutions existed at the director level, while two indicated that it existed at a manager level. The respondents from the *institute sector* reported that responsibilities for the marketing offices existed at the vice-president, associate vice-president, director, and manager levels. In all the institutions that had marketing offices, these offices were found to have a direct communication link with either a vice-president or the president.

A set of functions were presented to the respondents. They were requested to rate the extent that their marketing offices perform these functions. Only the data from both the *public college* and *institute sectors* were reported in Table 7.14. Marketing offices in both sectors were found to be highly involved in advertising programs, publicity, image making, public relations, and attracting students. In the *institute sector*, marketing offices were found to be highly involved in fund-raising ($\bar{X}$=3.94) and alumni affairs ($\bar{X}$=3.65), while the involvement of marketing offices in the *public college sector* was described as low on these items. In the area of research, marketing office involvement in the *institute sector* was perceived to be moderate ($\bar{X}$=2.56), while in the *public college sector*, it was perceived to be low ($\bar{X}$=2.09). In general, marketing offices in the *institutes of technology* were found to be more involved in program

Table 7.14

Functions Performed by Marketing Offices

Functions	Public College Mean	Public College SD	Institute Mean	Institute SD
Publicity	4.18	0.75	4.41	0.94
Program advertising	4.09	0.70	4.35	0.86
Image-making	3.91	0.94	4.00	0.93
Public relations	3.82	0.87	4.35	1.12
Attracting students	3.73	0.91	3.88	1.05
Research	2.09	1.14	2.56	1.21
Alumni affairs	2.00	1.18	3.65	1.32
Fund-raising	1.91	0.94	3.94	1.35

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

advertising, publicity, image making, fund-raising, alumni affairs, research studies, public relations, and attracting student than were the *public colleges*.

Desirability of Marketing Offices

2.k. Specific Research Question:

> How desirable is the establishment of a marketing office in post-secondary institutions in Alberta and at what level should it be established?

An attempt was made to collect data with respect to the desirability of marketing offices in the post-secondary institutions in Alberta. Those respondents who indicated that their institutions did not have marketing offices were asked if they thought their institutions would benefit from the establishment of these offices. Since both *institutes of technology* already had marketing offices, no response was obtained from that sector on this item. As presented in Table 7.15, the majority of the respondents from each of the three other sectors were of the view that their institutions would benefit from the establishment of marketing offices in their institutions–*public college sector* (73%), *university sector* (57%), and *private college sector* (54%). This idea was more popular with the *public colleges* than with the *universities* and the *private colleges*. Since intra-sectorial competition exists in the post-secondary system of the province, an establishment of a marketing office in one institution would, first and foremost, attract the attention of other institutions within the sector. This explains why, in the *private college sector* where no institution has established a marketing office, 39% of the respondents from this sector were yet to decide whether or not their institutions would benefit from the establishment of marketing offices.

Those who responded to the question on whether the establishment of marketing offices would be of benefit to their institutions were also asked to indicate at what level these offices should be established. Out of 62 respondents, 49 (79%) responded to this item (Table 7.16). An overwhelming majority of the respondents from the *university*

Table 7.15

Desirability of a Marketing Office

Responses	Sectors							
	University n=23		Public College n=26		Private College n=13		Total n=62	
	f	%f	f	%f	f	%f	f	%f
My institution would benefit from the establishment of a marketing office	13	57	19	73	7	54	39	63
My institution would not benefit from the establishment of a marketing office	7	30	2	8	1	8	10	16
Undecided	3	13	5	19	5	39	13	21

Table 7.16

Levels at Which Marketing Offices Should Be Established

Level	Sectors							
	University n=15		Public College n=26		Private College n=8		Total n=49	
	f	%f	f	%f	f	%f	f	%f
Vice-president	5	33	4	15	2	25	11	22
Associate Vice-president	4	27	1	4	2	25	7	14
Director	4	27	16	62	3	37	23	47
Manager	1	7	5	19	1	13	7	14
Others	1	7	0	0	0	0	1	2

sector (87%) were of the view that if marketing offices were to be established in their institutions, these offices should be at least at a director level. The same was found with the public college sector where 81% were of the view that these offices should be established at least at a director level. An overwhelming majority (87%) from the *private sector* were of the same view. In all the sectors combined, about 83% of those who responded to this item were of the opinion that marketing offices should be established at either a vice-president level, an associate vice-president level, or a director level. These were the levels at which marketing offices existed at the *institute sectors*.

Communications

2.1. Specific Research Question:

> To what extent do the administrators of post-secondary institutions in Alberta perceive that the distinct identities and missions of their institutions are communicated to their constituencies?

To be able to effectively compete for resources in the environment in a multi-sectorial post-secondary education system, institutions must possess attributes that are appealing to their constituents. Some of these attributes include institutional identity and mission. Within the structured interview, respondents were asked if their senior administrators perceived their institutions as having distinct identities and missions, and also to indicate their perceptions of the extent to which these unique identities and missions were communicated to various constituents. An overwhelming majority in all the sectors–*university* (87%), *public college* (83%), *private college* (100%), and *institute* (100%)–indicated that their senior administrators perceived that their institutions had distinct identities and missions. A follow-up question was asked to ascertain the extent to which the administrators' perception of their institutions' identities and missions were communicated to potential students, current students, potential donors, the general public, and staff members (Table 7.17). The communication of the unique

Table 7.17

Extent of Institutional Communication With
Various Constituencies

	Sectors									
			Colleges							
Constituencies	University n=20		Public n=31		Private n=16		Institute n=17		Total n=84	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Potential students	3.35	0.93	2.74	0.92	3.50	0.97	3.23	0.97	3.13	0.98
Current students	3.25	0.85	2.77	0.85	3.50	0.89	3.24	1.09	3.12	0.94
Potential donors	4.05	0.76	3.23	0.82	4.07	0.80	3.82	0.88	3.71	0.88
General public	2.80	0.89	2.94	0.73	2.80	0.68	3.12	1.17	2.92	0.86
Staff members	3.55	1.05	3.13	0.92	3.88	0.96	3.71	0.85	3.49	0.98

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

identity and mission of *private college sector* by their senior administrators to potential students was perceived to be high ($\bar{X}$=3.50), while the same item was perceived in the *public college sector* to be moderate ($\bar{X}$=2.74). The same was found for communicating with the current students, with the *private college sector* scoring the highest ($\bar{X}$=3.50) and the *public college sector* scoring the lowest ($\bar{X}$=2.77). Senior administrators' communication with the potential donors in the *university* ($\bar{X}$=4.05), *private college* ($\bar{X}$=4.07), and *institute* ($\bar{X}$=3.82) sectors were perceived to be at high levels. In the area of communication with the general public, the *institute sector* ($\bar{X}$=3.12) obtained the highest mean followed by the *public college sector* ($\bar{X}$=2.94). Senior administrators' communication of institutional identities and missions to the staff members was perceived to be high in the *private college* ($\bar{X}$=3.88), *institute* ($\bar{X}$=3.71), and *university* ($\bar{X}$=3.55) sectors.

Overall, the senior administrators' communication of the uniqueness of their institutions to the potential donors was perceived to be high ($\bar{X}$=3.71), while to other constituents were perceived to be moderate. Generally, *private college sector* obtained the highest means with respect to communication with potential students ($\bar{X}$=3.50), current students ($\bar{X}$=3.50), potential donors ($\bar{X}$=4.07), and staff members ($\bar{X}$=3.88). The *public college sector* obtained the lowest means except with respect to communication with the general public ($\bar{X}$=2.94). As shown in Table A7.17 (Appendix A.3), the *private sector institutions* exhibited higher level of communication with both potential and current students, potential donors, and staff members, but lower level of communication with general public than did the *public sector institutions*.

Use of External Marketing Consultants

2.m. Specific Research Question:

> How common is the use of external marketing consultants in post-secondary institutions in Alberta?

One of the initial steps in the adoption of marketing practices by a post-secondary institution is the appointment of a marketing consultant to look into a specific problem. The respondents were asked if their institutions had ever employed the services of external marketing consultants and to indicate when these services were employed. An open-ended question was provided to solicit information concerning the specific services that marketing consultants were asked to perform and why it was necessary to utilize the services of these consultants.

As shown in Table 7.18, out of 21 respondents who responded to this item from the *university sector*, 14 (67%) indicated that their institutions had employed the services of external marketing consultants within the last five years. In the *public college* and *institute sectors*, 80% and 94% indicated that their institutions had employed the services of external marketing consultants, especially in the last five years. Only in the *private college sector* did a majority (62%) indicate that such services had never been employed. With the exception of the *private college sector*, therefore, the use of external marketing consultants, had been a common practice within the last five years in the post-secondary system.

The specific services received from these consultants varied from sector to sector. In the *university sector*, the two institutions that employed the services of external consultants requested these consultants to develop image and communication strategies, strategic plans, and to conduct public relations audits. The *public college sector* received enrollment management workshops, marketing plans, and image-auditing services. The most extensive use of consultants of all was found in the *institute*

Table 7.18

Extent of Use of External Marketing Consultants

	Sectors									
			Colleges							
Responses	University n=21		Public n=35		Private n=13		Institute n=16		Total n=85	
	f	%f	f	%f	f	%f	f	%f	f	%f
Yes. My institution employed the services of external marketing consultants	14	67	28	80	5	39	15	94	62	73
No. My institution had never employed the services of external marketing consultants	7	33	7	20	8	62	1	6	23	27
Of those who said "Yes", the following indicated that these services were provided within:										
A year ago	5	36	16	57	1	20	11	73	33	53
Five years ago	7	50	11	39	3	60	4	27	25	40
Ten years ago	2	14	1	4	1	20	0	0	4	7

sector where these consultants were required to develop institutional marketing strategy, communication audit and strategy, marketing survey, clarification of missions, needs assessment, and enrollment management. The fewest services were found in the *private college* sector where few respondents (23%) indicated that their institutions wanted some fund-raising and image strategies developed.

The most common reasons cited for employing external marketing consultants in these institutions were the need for objectivity (through an outsider's view) and the lack of the internal expertise to do the job. Many of the respondents, however, indicated that most of the recommendations were either not implemented or only partially implemented. Some complained that funding was not provided for the implementation, while others noted that the recommendations were *"too general, raised more questions than answers,* [and] *tinkered with internal politics of the institution."* One respondent emphasized that, in his institution, the recommendations were excellent but they just could not be implemented because there were other unanswered questions that should precede the implementation, such as "*Which direction are we going? What should our mission be?*" However, others reported some benefits from these services. For example, in one university, the institutional planning document reflected strategic planning process with evaluative criteria, timeline, and specific funding allocations contained in the plan. These benefits were attributed to the visits and recommendations of the external marketing consultants.

Benefits, Concerns, Costs, and Constraints of and the Need for Marketing Practices

3. General Research Question:

What are the perceived advantages and disadvantages of marketing practices in post-secondary institutions in Alberta?

In this section, the summary of data analyses (collected through both structured and unstructured interviews) with respect to the benefits and concerns of marketing practices, is presented. A set of questions consisting of negative and positive outcomes was presented to the respondents and they were requested to indicate their positions on this continuum. Through the open-ended questions, the respondents were also asked to describe the benefits that they perceived their institution would derive from the adoption of marketing practices. They were asked if they had any concerns with this adoption, if they perceived the adoption would involve costs, and if the costs would outweigh the benefits or vice-versa. In addition, the respondents were presented with a set of questions to identify constraints surrounding the adoption of marketing strategies by post-secondary institutions in the province.

This section also includes the presentation of data with respect to the extent to which the respondents perceived that student-attraction, fund-raising, and image-making were of growing importance and the extent to which they perceived that the need existed in their institutions to adopt marketing to achieve these goals. They were also asked to indicate the extent to which they would personally advocate the adoption of marketing strategies in their institutions. Finally, the respondents were asked if they would predict that more post-secondary institutions in the province would adopt marketing principles and strategies in the near future.

Benefits and Concerns of Marketing Strategies

3.a. Specific Research Question:

> To what extent do the administrators of post-secondary institutions in Alberta perceive that the adoption of marketing will lead to enhanced image, increased fund-raising yields, increased enrollment, increased institutional autonomy, increased academic standards, increased competition, enhanced the realization of institutional objectives, and increased student-oriented services?

An 11-point scale with five negative points, five positive points, and zero being neutral (-5 being very highly negative and 5 being very highly positive) was used for these items. The five negative points represented negative consequences or problems or concerns, while the five positive points represented positive consequences or benefits. The respondents were asked if they thought that the adoption of a comprehensive marketing approach in their institutions would lead to a negative or positive consequence and if negative to what extent and if positive to what extent.

This set of questions started with the extent to which the respondents perceived that the adoption of a comprehensive marketing approach in their institutions would lead to either a favorable or an unfavorable image. As shown in Figure 7.1, Both the *institute* ($\bar{X}$=4.00) and *public college* ($\bar{X}$=3.97) sectors perceived that the adoption of marketing would highly enhance the image of their institutions. The extent to which the adoption of marketing would lead to a favorable image was perceived to be moderate in *private college sector* with the mean of 3.37 and the *university sector* with the mean of 3.30. Would the adoption of marketing lead to a waste of financial resources or would it increase funds that institutions could generate on their own? Although none of the sectors perceived the adoption of marketing would lead to a waste of financial resources, the contribution of marketing to internally generated revenues was perceived as little (*private college sector*: $\bar{X}$=1.50), to moderate (*university*: $\bar{X}$=2.70; *public college*: $\bar{X}$=2.69; and *institute*: $\bar{X}$=2.53) sectors. The respondents perceived that the adoption of marketing in their institutions would not decrease the enrollment of quality students but would moderately (*university* $\bar{X}$=3.44, *private college*: $\bar{X}$=2.69) or highly (*institute*: $\bar{X}$=3.65; *public college*: $\bar{X}$=3.60) increase the enrollment of this group of students. Compared to the *public sector institutions*, the *private sector institutions* obtained lower mean scores on all the items, with the exception of marketing leading to the achievement of the objectives of higher education (Figure A7.1, Appendix A.3).

With respect to whether the adoption of comprehensive marketing would decrease or increase institutional autonomy, the respondents were unanimous in their

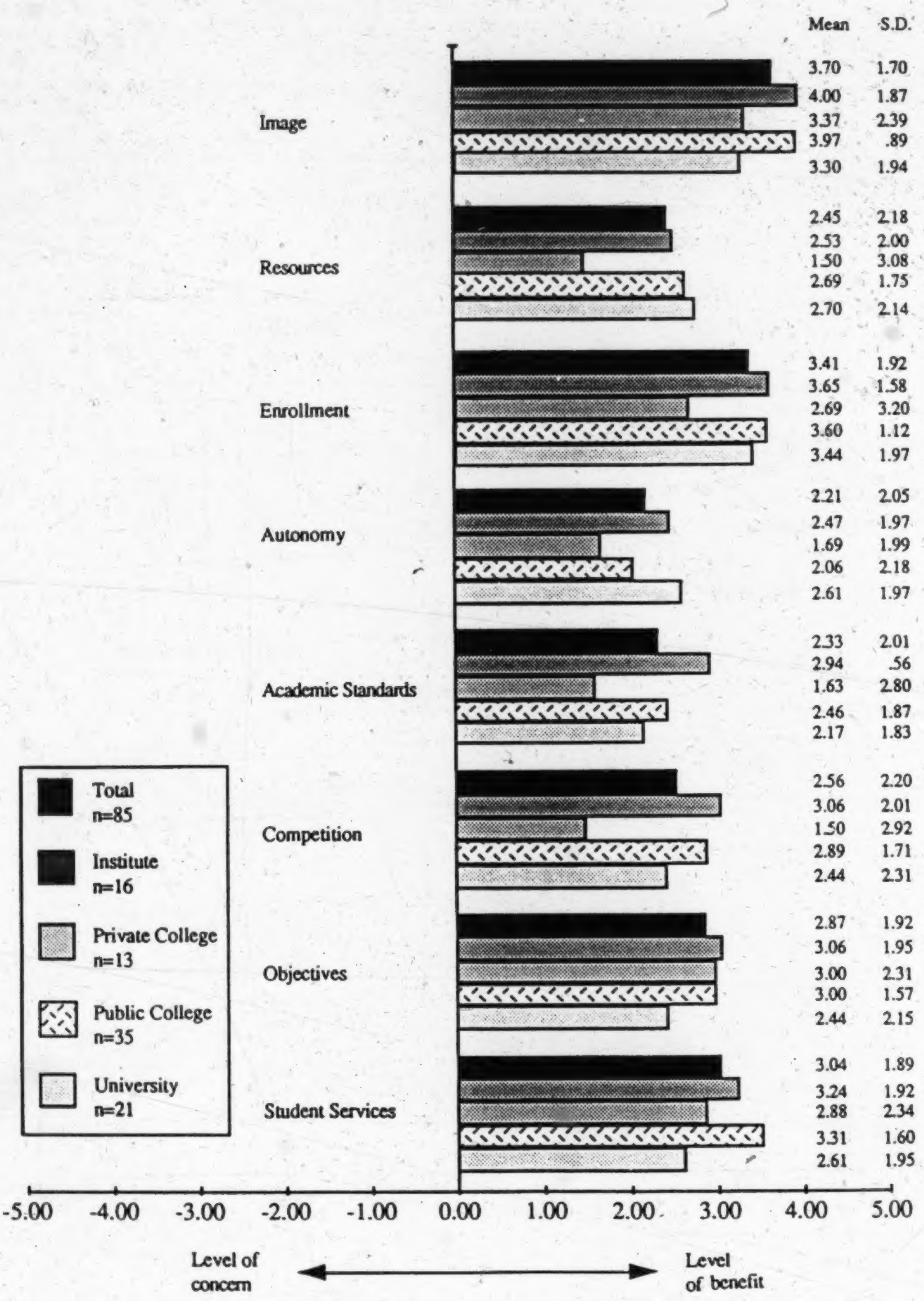


Figure 7.1. Perceived Benefits and Concerns of Marketing Practices

agreement that although marketing would not decrease institutional autonomy, it would only moderately increase it. This pattern of responses continued with respect to whether marketing would decrease or increase academic standards, lead to unhealthy or healthy competition, compromise or enhance the fulfillment of the objectives of higher education, and lead to less student-oriented or more student-oriented services. On all these items, respondents in all the sectors did not perceive marketing leading to any negative consequences, but neither did they perceive it leading to any substantial positive consequences.

Generally, the perception that marketing would lead to positive consequences or benefits was found to be greater in the institute sector than in the other sectors. As indicated by their means, the perception that the adoption of marketing would lead to positive consequences was greater in the university than the public college sector, while the private college sector had the lowest mean. The university sector scored lower than the institute sector in their perceptions while the private college sector had the lowest perception of the positive consequences of marketing.

In order to have a better understanding of what benefits and concerns the respondents perceived would result from the adoption of marketing in their institutions, the unstructured interview included a question to this effect.

The following benefits were mentioned by the respondents:

- Marketing provides better positioning and aligning of the institution among other institutions in the province.
- Marketing provides crystallization of the institutional mission.
- Marketing helps an institution to correct the misconceptions held by the general public.
- Marketing helps an institution to communicate better with the potential students, the relevant publics, and the general publics.

- Marketing helps an institution to retain or enlarge its market share.
- Marketing provides objective criteria (and momentum) for program development, evaluation, and discontinuation.
- Marketing forces a distillation of institutional vision.
- Marketing makes an institution to be more accountable, relevant, and cost-effective.
- Marketing increases the institutional profile.
- Marketing helps to attract the right kind of students.
- Marketing helps an institution to be more creative in delivering educational services.
- Marketing ensures the survival of an institution.
- Marketing helps an institution to define what it does best.
- Marketing provides greater knowledge of the clients.
- Marketing enables students to be served better.
- Marketing enhances cost-efficiency through better targeting.
- Marketing helps to target and attract donors.
- Marketing helps to improve institutional reputation.

Some of the respondents stated that their institutions had no choice but to engage in marketing activities because *"if we don't do it, then the corporate sector would, that would diminish what we are about . . . we have some social responsibility to keep abreast of the competition."* A similar opinion was expressed by another respondent:

> *I was in a Calgary high school about a month ago and I booked a presentation to talk to students and I looked into the Counsellor's office and there was a notice that representatives from the universities of Western Ontario and London are going to be there and somebody from McGill is going to be there next week. We are not only competing with Alberta institutions but with universities in the east.*

The following concerns were also expressed by some respondents:

- the possibility of "over-marketing";
- the possibility of losing sight of the objective of higher education;
- wasting of the limited funds on competing for students;
- engaging in unethical practices; and
- misconceptions of what marketing is and what it can offer.

A respondent from a private college expressed the concern over a solely market-driven educational institution by saying that

> *my concern is with the liberal art courses or colleges directing their attraction to a market. For example, as a professor of English Literature, I would not like courses such as business writing taking over from courses in eighteenth century literature simply because there is more market for courses in business than there is for eighteenth century literature.*

This kind of concern was expressed especially in the private college and the university sectors. One of the respondents from the university sector stated that

> *I believe very strongly in the medieval traditions of western universities and we should never lose touch with the original idea of what a university is. We are not a business, we should never try to be a business, and we should never fall prey to the people who point fingers at us and say "you are not run like a business." Of course, we are not run like a business, we never mean to and we never should.*

The same respondent noted that *"at the same time, we could do a great deal more to accommodate ourselves to the changing kinds of demands that society has that could be very helpful, if we were not so rigid in some relatively simple ways."* Other respondents expressed concern of what might happen to academic standards or quality. As mentioned by a respondent:

> *If then, marketing takes a predominant role, we can forget that our primary business is the production of a good product. So, it is the whole question of the product on the one hand versus how you market the product on the other. There are institutions that have very good products but poor marketing–you can include this institution–and there are others with sophisticated marketing but marginal product. The marketing people around here keep telling me, first of all, you have to start with a very good hamburger in the marketing business.*

An interviewee from the institute sector pointed out that

> *I think the only people who would say that marketing is so wrong are the people who have not put their institution in a greater context of the province, the country, and the world and who do not understand what marketing is.*

The view of the Department of Advanced Education was sought with respect to the marketing of post-secondary institutions. The respondents were asked if they had any concerns with this approach. Two major concerns were expressed. First, the concern that self-generated funds, which are often obtained from unpredictable sources, may skew the internal operations of these institutions. One of the officials observed, for example, that the whole labour context (including tenure arrangements) in higher education cannot respond to market forces, thus, there would be a problem in this area. Second, the concern was expressed that accessibility may be compromised. As noted by one respondent, *"institutions may be better off offering courses in Alaska instead of Alberta."* It was gathered from these respondents that to the extent that these concerns were guarded against and to the extent that marketing would bring about creativity, stability, feasibility, cost-efficiency and effectiveness, and high quality programs, the Department would have no objection to the adoption of marketing.

Perceived Cost-Benefit of Marketing

3.b. Specific Research Question:

> How do the administrators of post-secondary institutions in Alberta perceive the costs associated with marketing in relation to the benefits of marketing?

The respondents were asked if they perceived that the adoption of marketing in their institution would involve cost. As presented in Table 7. 19 , all those who responded to this question agreed that the adoption of marketing practices in their institutions would involve cost. One respondent noted that marketing would involve hiring experts, conducting research, and developing communication materials–*"these* *would certainly involve cost."* Another respondent considered that the marketing cost was high already in her institution. She stated that

> *we have a marketing budget–promotion budget which alone is about $200,000 and that does not include the liaison people which will run into another $200,000. All the works that are related, for instance, the view book . . . . If you put all the dollars together, it would be about half a million dollars in direct or indirect marketing.*

These respondents were also asked if they believed that the cost associated with marketing would outweigh the benefits. A majority in all the sectors (89% in the *institute*, 86% in the *public college*, 81% in the *university*, 67% in the *private college*) believed that the benefits from marketing would outweigh the cost committed to this activity.

Those who said they did not know if the benefits would outweigh the costs and even some of those who said they would, emphasized the problem of quantifying these benefits. Some noted that the benefits may not necessarily be financial, for example, increased awareness of their institutions may not necessarily result in tangible dollars in the short run. Others also noted that in the initial stage, marketing would involve initial costs while the benefit would be difficult to identify, but in the long run, the benefits would outweigh the costs. Few of the respondents commented that although they did not expect the benefits to outweigh the costs, their institutions had no choice but to incur these expenses to survive in a competitive environment.

4. General Research Question:

What are the perceived constraints on marketing practices in post-secondary institutions in Alberta?

Table 7.19

Perceived Costs/Benefits of the Adoption of Marketing

Responses	Sectors									
			Colleges							
	University n=26		Public n=35		Private n=15		Institute n=18		Total n=94	
	f	%f	f	%f	f	%f	f	%f	f	%f
Yes. The adoption of marketing would involve cost to my institution	26	100	35	100	15	100	18	100	94	100
Yes. The benefits from the adoption of marketing would outweigh the cost involved	21	81	30	86	10	67	16	89	77	82
No. The benefits from the adoption of marketing would not outweigh the cost involved	2	8	1	3	2	13	1	6	6	6
I have no opinion	3	11	4	11	3	20	1	6	11	12

Constraints on Marketing Practices

4.a. Specific Research Question:

> To what extent are the funding of marketing activities, securing qualified marketing personnel, government policy, coordination of post-secondary educational system in the province, perceived undesirability of marketing considered to be sources of constraint on marketing practices in post-secondary institutions?

A set of factors that may act as constraints on the extent to which post-secondary institutions in Alberta adopt marketing principles and strategies was presented to the respondents. They were asked to rate the extent to which each factor was perceived to constrain marketing activities in their institutions.

All the sectors perceived that funding of marketing activities was a great constraint on the extent to which their institutions could engage in marketing. The *private college sector* ($\bar{X}$=4.40) scored highest on this item, followed by the *public college* ($\bar{X}$=3.83), *university* ($\bar{X}$=3.83), and *institute* ($\bar{X}$=3.71) sectors (Table 7.20). In the *private college sector*, securing qualified marketing personnel was also perceived as a great constraint on marketing activities in their institutions ($\bar{X}$=4.00) whereas the other sectors perceived this item as being only moderately constraining (means ranged from 3.20 to 3.35).

With respect to government policy, all the sectors perceived it as a small to moderate constraint on the marketing efforts, with the *university sector* having the lowest mean of 2.17, whereas the *public college sector* had the highest ($\bar{X}$=2.63). The coordination of the post-secondary educational system in the province was perceived generally as a small to moderate constraint on marketing efforts in all the sectors. On this item, the *private college sector* had the lowest mean of 2.29 whereas the *institute sector* had the highest ($\bar{X}$=3.06). The opinion that marketing may be undesirable for post-secondary institutions was also perceived to be of a moderate constraint on marketing efforts in all sectors except in *private college sector* where it was perceived as

Table 7.20

Perceived Constraints on Marketing Practices

Constraints	Sectors									
			Colleges							
	University n=23		Public n=35		Private n=15		Institute n=17		Total n=90	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Funding of marketing activities	3.83	0.89	3.83	0.82	4.40	0.74	3.71	1.11	3.90	0.90
Securing qualified marketing personnel	3.22	1.45	3.20	0.93	4.00	0.66	3.35	0.93	3.37	1.08
Government policy	2.17	1.19	2.63	0.94	2.53	1.19	2.53	1.07	2.48	1.07
Coordination of post-secondary educational system in the province	2.74	1.18	2.91	0.89	2.29	0.83	3.06	0.97	2.80	0.99
Perceived undesirability of marketing	2.65	1.11	2.51	1.01	2.21	1.37	3.06	1.09	2.61	1.12

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

a small constraint (means ranged from 2.21 to 3.06). As shown in Table A7.20 (Appendix A.3), the *private sector institutions* obtained higher means on funding, securing qualified marketing personnel, and government policy as sources of constraints on marketing activities than did the *public sector institutions*. However, the *public sector institutions* obtained higher means on the coordination of post-secondary education and perceived undesirability of marketing as sources of constraints on marketing activities than did the *private sector institutions*.

Overall, the funding of marketing activities and securing of qualified personnel were perceived to be sources of considerable constraint on marketing efforts in the province. Coordination of the post-secondary system, perceived undesirability of marketing, and government policy were lesser contraints.

Activities of Growing Importance and the Need to Apply Marketing Techniques

4.b. Specific Research Question:

> How important are resource-attraction activities in post-secondary institutions in Alberta and to what extent is marketing perceived to be relevant in fulfilling these activities?

A set of resource-attraction activities was presented to the respondents. The respondents were asked to rate the extent to which they perceived that these activities were of growing importance to post-secondary institutions in the system. Later, the respondents were asked to identify the extent to which they perceived that the need to adopt or apply marketing techniques or strategies to the activities existed in the province.

The *private college* ($\bar{X}$=4.25), *institute* ($\bar{X}$=3.68), and *university* ($\bar{X}$=3.65) sectors considered attracting high quality students to be greatly growing in importance (Table 7.21). Attracting average students was considered of high importance in the *institute* ($\bar{X}$=3.82), *public college* ($\bar{X}$=3.66), and *private college* ($\bar{X}$=3.63) sectors. All the sectors perceived attracting donations from corporations to be growing greatly in importance, with the *institute sector* having the highest mean of 4.53 followed by the *university sector* ($\bar{X}$=4.48). Attracting donations from the public was also perceived to be growing greatly in importance with the *private college sector* having the highest mean of 4.63, followed by the *institute sector* ($\bar{X}$=4.24). All the sectors considered achieving a desired image to be growing greatly in importance in the province. The *private college* ($\bar{X}$=4.50) scored the highest, followed by the *institute* ($\bar{X}$=4.47), on this item. Compared to all the *public sector institutions* taken collectively, the *private sector institutions* obtained higher mean scores on all the items presented. Generally, all the activities presented were considered to be growing greatly in importance starting first with attracting donations from the corporations, followed by achieving a desired image, attracting donations from the public, attracting high quality students, and attracting average students.

The extent to which marketing was needed for the purpose of attracting high quality students was perceived to be high across all the sectors with the highest mean being 4.25 in the *private college sector*, followed by the mean of 4.24 in the *institute sector* (Table 7.22). Responses with respect to the extent to which marketing was perceived to be needed to attract average students ranged from somewhat (*university:* $\bar{X}$=2.96) to high (*institute*: $\bar{X}$=3.94; *public college*: $\bar{X}$=3.86; *private college*: $\bar{X}$=3.56). All the sectors perceived that there was a great need to apply or adopt marketing techniques for the purpose of attracting donations. The highest mean was found in the *institute sector* ($\bar{X}$=4.71), followed by the *private college sector* ($\bar{X}$=4.50). Similarly, all the sectors perceived that there was a very great to a great need to adopt marketing in post-secondary institutions in Alberta for the purpose of achieving desired recognition. The *institute sector* obtained the highest mean (4.53) on this item, followed by the *university* ($\bar{X}$=4.35). While the private sector institutions perceived greater need to

Table 7.21

Extent to Which Selected Activities Are Growing in Importance

Selected Activities	Sectors									
			Colleges							
	University n=23		Public n=35		Private n=15		Institute n=17		Total n=90	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Attracting high-quality students	3.65	1.27	3.49	0.78	4.25	0.93	3.68	1.00	3.69	1.01
Attracting average students	3.04	1.19	3.66	0.73	3.63	1.02	3.82	1.13	3.53	1.02
Attracting donations from corporations	4.48	0.67	4.03	0.79	4.31	1.02	4.53	0.62	4.29	0.79
Attracting donations from the public	3.87	0.97	3.86	0.88	4.63	0.62	4.24	0.83	4.07	0.89
Attracting a desired image	4.09	0.90	4.06	0.77	4.50	0.63	4.47	0.80	4.22	0.80

Table 7.22

Perceived Need to Adopt Marketing

Selected Purposes	Sectors									
			Colleges							
	University n=23		Public n=35		Private n=15		Institute n=17		Total n=90	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Attracting high-quality students	3.96	0.98	4.15	0.82	4.25	1.00	4.24	0.97	4.13	0.91
Attracting average students	2.96	1.19	3.86	0.91	3.56	1.21	3.94	1.00	3.59	1.11
Attracting funds through donations	4.30	0.64	4.26	0.78	4.50	0.82	4.71	0.47	4.40	0.71
Attracting desired recognition	4.35	0.49	4.23	0.77	4.13	0.89	4.53	0.88	4.30	0.75

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

adopt marketing for the purpose of attracting students and donors than did the *public sector institutions* (Table A7.22, Appendix A.3), the *public sector institutions* perceived greater need to adopt marketing for the purpose of attracting average students and recognition than did the *private sector institutions*. Overall, the need to adopt marketing in each of the activities presented was perceived to be great starting first with attracting funds through donations, followed by achieving desired recognition, attracting high quality students and attracting average students in that order.

Personal Advocacy of Marketing and Prediction of Its Adoption

4.c. Specific Research Question:

> To what extent do administrators of post-secondary institutions in Alberta advocate the adoption of marketing and to what extent do they perceive marketing will be adopted in the province?

In concluding the structured interview, the respondents were asked to indicate, on a five point-scale, the extent to which they would personally advocate the adoption of marketing in their institutions. After this, they were requested to indicate (by answering "yes" or "no") whether they would predict that more post-secondary institutions in Alberta will adopt marketing principles and strategies in the near future.

The means and standard deviations presented in Table 7.23 suggest that respondents in all the sectors would highly advocate the adoption of marketing principles and strategies by the post-secondary institutions. This opinion, as indicated by the mean, was found highest in the *institute sector* ($\bar{X}$=4.47) and lowest in the *private college sector* ($\bar{X}$=3.88). With respect to whether or not they would predict that more post-secondary institutions in the province would adopt marketing, an overwhelming majority (94%) responded to the affirmative. In the *public college sector*, all the respondents indicated "yes," with 94% in both the *institute* and the *private college sectors* and 87% in the *university sector* providing the same response. As shown in

Table 7.23

Personal Advocacy of Marketing and Prediction of Adoption

Responses	Sectors									
			Colleges							
	University n=23		Public n=35		Private n=15		Institute n=17		Total n=90	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
*The extent to which I would personally advocate the adoption of marketing by post-secondary institutions?	4.09	0.90	4.34	0.68	3.88	1.09	4.47	0.80	4.22	0.85
Responses	f	%f	f	%f	f	%f	f	%f	f	%f
Yes. I would predict that more institutions in Alberta will adopt marketing in the near future.	20	87	35	100	15	94	16	94	86	94
No. I would predict that more institutions in Alberta will not adopt marketing in the near future.	3	13	0	0	1	6	1	6	5	6

*Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

Table A7.23 (Appendix A.3), the extent to which the administrators of the *public sector institutions* would personally advocate the adoption of marketing was greater than the extent to which the administrators of *private sector institutions* would personally advocate the adoption of marketing in their institutions.

Summary

Marketing was generally perceived in terms of the resources that administrators wished to attract. Most of the administrators who saw marketing as a strategy to attract resources perceived this strategy to be prevalent in the system. The freedom to respond was perceived to be higher with respect to non-credit programs than credit or regular programs. Various limitations experienced by these institutions in the area of responding to the needs in the environment were examined. These included government policy, opinions of the society, faculty, and administrators. In terms of responding to the needs of the environment, financial constraint was considered the most restrictive of all.

Private colleges and *institutes* were found to involve their students in decisions affecting various aspects of the institutions more than did the other sectors. Efforts in conducting formal research for the purpose of obtaining valid information on which to base administrative actions was found to be generally highest in the *institute sector*. With respect to program development, the factor most considered was the method of delivery while the best time of delivery (from the students' point of view) was the least considered. The organizational structures of all the *institutes* and a few of the colleges reflected the incorporation of marketing offices. The functions of marketing offices in these institutions were limited to publicity and promotional activities. No such offices existed in any of the *universities* and the *private colleges*. The majority of the respondents, however, agreed that their institutions would benefit from the establishment of marketing offices.

With respect to the level of communication between institutions and their various constituencies, the respondents rated the level of communication between their institutions and the general public to be the lowest. This was followed by the level of communication with their current students, while the level of communication with the potential donors was scored the highest. Except in the *private colleges*, respondents in the majority of the post-secondary institutions in the province indicated that they had made use of the services of marketing consultants within the last five years.

Generally, no negative consequences were perceived with respect to the adoption of marketing, but a few concerns were expressed. Although marketing was perceived to involve costs, the majority of the respondents felt that the benefits would outweigh the costs. The majority of the respondents indicated that they would personally advocate the adoption of marketing principles and strategies in their institutions. An overwhelming majority of the respondents predicted that more institutions in the province would adopt marketing in the near future.

CHAPTER 8

INSTITUTIONAL VARIABLES AND THE PERCEIVED ENVIRONMENTAL CONCERNS AND NEED TO ADOPT MARKETING

The data collected for this study were further analyzed in order to identify the differences in environmental concerns and marketing needs based upon the differences in selected institutional variables of post-secondary institutions. The four variables selected for this purpose were (a) the size, (b) the location, (c) the age, and (d) the sources of funding of the institution. The sources of funding were public and private. Since these categories already represented sectorial classifications, upon which the analyses found in Chapters 6 and 7 were based, the data analyses on the sources of funding are not reported because no new information would be added by that analysis. In this chapter, both the general and specific research questions are presented together at the beginning of all the analyses. Although charts are used in presenting the patterns of responses, a more detailed table on all the areas covered in this chapter is presented in Table A.1. in Appendix A.

5. General Research Question:

To what extent are various marketing practices associated with selected organizational characteristics?

5.a. Specific Research Question:

> To what extent do the organizational characteristics of institutional size, location, and age appear to be related to the perceived environmental concerns, level of competition, and need to adopt marketing in post-secondary institutions in Alberta?

Institutional Size

The post-secondary institutions involved in the study were arbitrarily classified into three groups–small, medium, and large. The *small institutions* consisted of those with less than 1000 students, the *medium institutions* consisted of those with 1000 to 10,000 students, and the *large institutions* consisted of those with over 10,000 students. The calculation of the number of students was based on the full-time equivalent figures reported by the respondents. Differences in perceptions of environmental concerns, competition in the resource-environment, and the need to adopt marketing were examined on the basis of institutional size.

Environment Concerns by Size

As shown in Figure 8.1, the pattern of the distribution of responses concerning inflation and declining resources appeared similar. Also similar were the distributions of responses concerning high quality and average students, whereas the distributions of responses concerning government grants were found different. There appeared to be somewhat greater concern about inflation and declining resources in the *large institutions* ($\bar{X}$=4.00 and $\bar{X}$=4.48) than in the *medium institutions* ($\bar{X}$=3.67 and $\bar{X}$=4.27) and the *small institutions* ($\bar{X}$=3.18 and $\bar{X}$=4.13). The *small institutions* were found to have greater concern with respect to attracting average ($\bar{X}$=3.71) and high quality ($\bar{X}$=4.24) students. This was followed by the *large institutions* with the mean of 3.70 for average students and mean of 4.04 for high quality students. The *small institutions* ($\bar{X}$=4.41) showed a greater concern for inadequate government grants followed by the *medium institutions* ($\bar{X}$=4.33), while the *large institutions* had the lowest mean of 4.19, but this was still in the high-very high range.

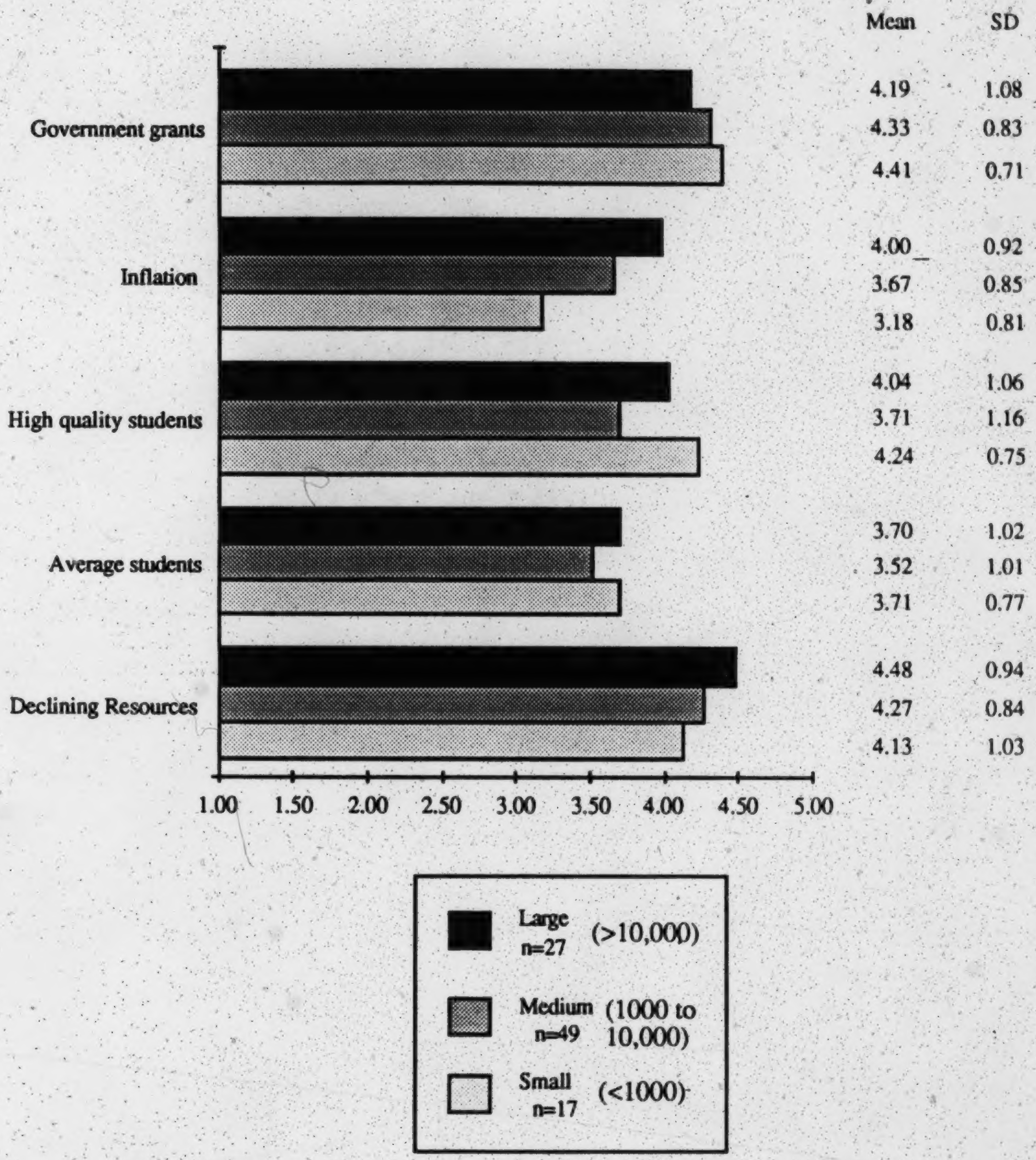


Figure 8.1 Perceived Environmental Concerns by Size of Institution

The reason why the *small institutions* appeared to have slightly higher mean scores than the rest may be due to the fact that the majority of the institutions in this category were the *private colleges*. As observed earlier, this sector felt that the government was not paying enough for the benefits it realizes from the *private colleges*. The *larger institutions* could be expected to be more concerned about inflation since, the larger the budget of an institution, the greater the impact of inflation on the institution. Declining resources such as inadequate office space and classrooms, increasing work-load, and inadequate or obsolete laboratory equipment are expected to be more of a problem to the *large institutions* than the *medium* and the *small.*

Perceived Levels of Competition by Size

With respect to attracting donations from the private and corporations, recognition as centers of excellence, and disabled students, the administrators of the institutions classified as large perceived a higher level of competition than did the medium or the small institutions. With the exception of attracting disabled students, which was perceived to involve little competition, attracting donations and recognition were perceived to be highly competitive (Figure 8.2). In the attraction of recognition, the *large institutions* ($\bar{X}$=4.11) obtained the highest mean, followed by the *small institutions* ($\bar{X}$=4.00). Competition for donations from corporations was perceived to be high in all the institutions, with the large institutions obtaining a higher mean ($\bar{X}$=4.33) than did the medium institutions and the small institutions, both of which had the same mean ($\bar{X}$=4.18). Competition for donations from the general public was also perceived to be high in all the institutions: the large institutions obtained the highest mean score of 3.96, followed by the medium institutions with a mean of 3.86, and the small institutions with a mean score of 3.71. The *small* ($\bar{X}$=4.00) and the *large* ($\bar{X}$=3.70) institutions indicated higher level of competition than did the *medium institutions* ($\bar{X}$=3.59) with respect to attracting high quality students. Similarly, the

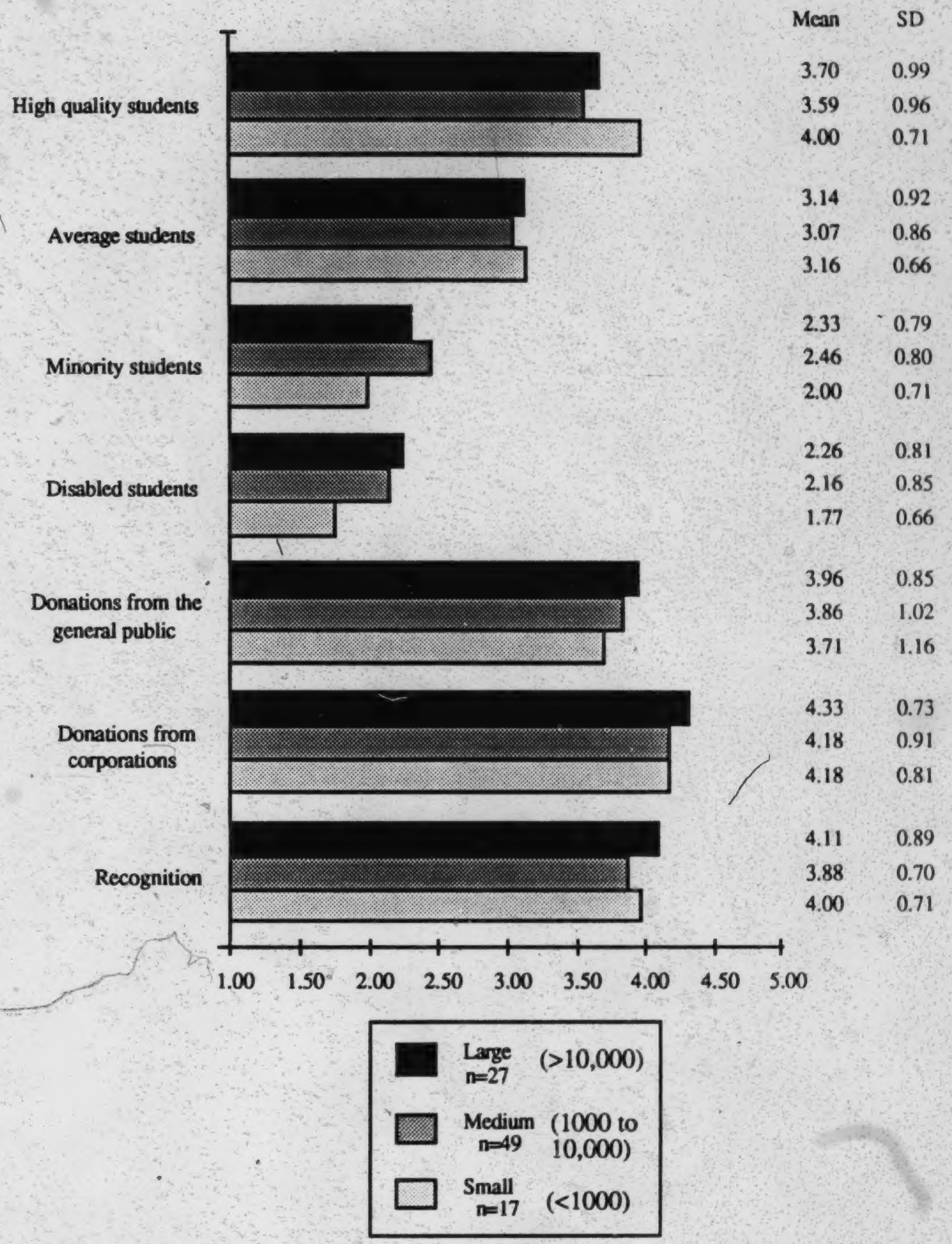


Figure 8.2 Levels of Competition by Size of Institution

small ($\bar{X}=3.16$) and the *large* ($\bar{X}=3.14$) institutions ranked higher in the perception of the level of competition for average students, but little difference occurred among the three size categories. Generally, the levels of competition for high quality students, donations from the general public and corporations, and recognition as centres of excellence were perceived, irrespective of the institutional sizes, as high while the level of competition for minority and disabled students was perceived as little or small.

Although the differences among the *large*, *medium*, and *small institutions* were not exceptionally great on all the items, the *large institutions* had the highest means in four items out of seven. Two out of these four items had to do with attracting donations, one item had to do with achieving recognition as a centre of excellence, and one with attracting disabled students.

The Need to Adopt Marketing by Size

The patterns of responses observed with respect to attracting funds and recognition were found to be similar (Figure 8.3). The *large institutions* ($\bar{X}=4.62$) indicated a very great need to adopt marketing to attract funds, followed by the *medium institutions* ($\bar{X}=4.39$) and the *small institutions* ($\bar{X}=4.12$). A similar pattern was also observed with the need to adopt marketing to attract recognition–the *large institutions* ($\bar{X}=4.50$) scored the highest mean, followed by the *medium institutions* ($\bar{X}=4.31$) and the *small institutions* ($\bar{X}=3.94$). The need to adopt marketing for the purpose of attracting high quality students was perceived to be high irrespective of institutional size, however, the *small institutions* ($\bar{X}=4.29$) scored the highest mean, followed by the large ($\bar{X}=4.23$) and the *medium* ($\bar{X}=4.04$) institutions. With respect to attracting average students, the need to adopt marketing was also perceived to be high, although the *medium* ($\bar{X}=3.59$) and the *small* ($\bar{X}=3.59$) institutions obtained slightly higher means than did the *large institutions* ($\bar{X}=3.56$). Overall, on all the four items, the need to adopt

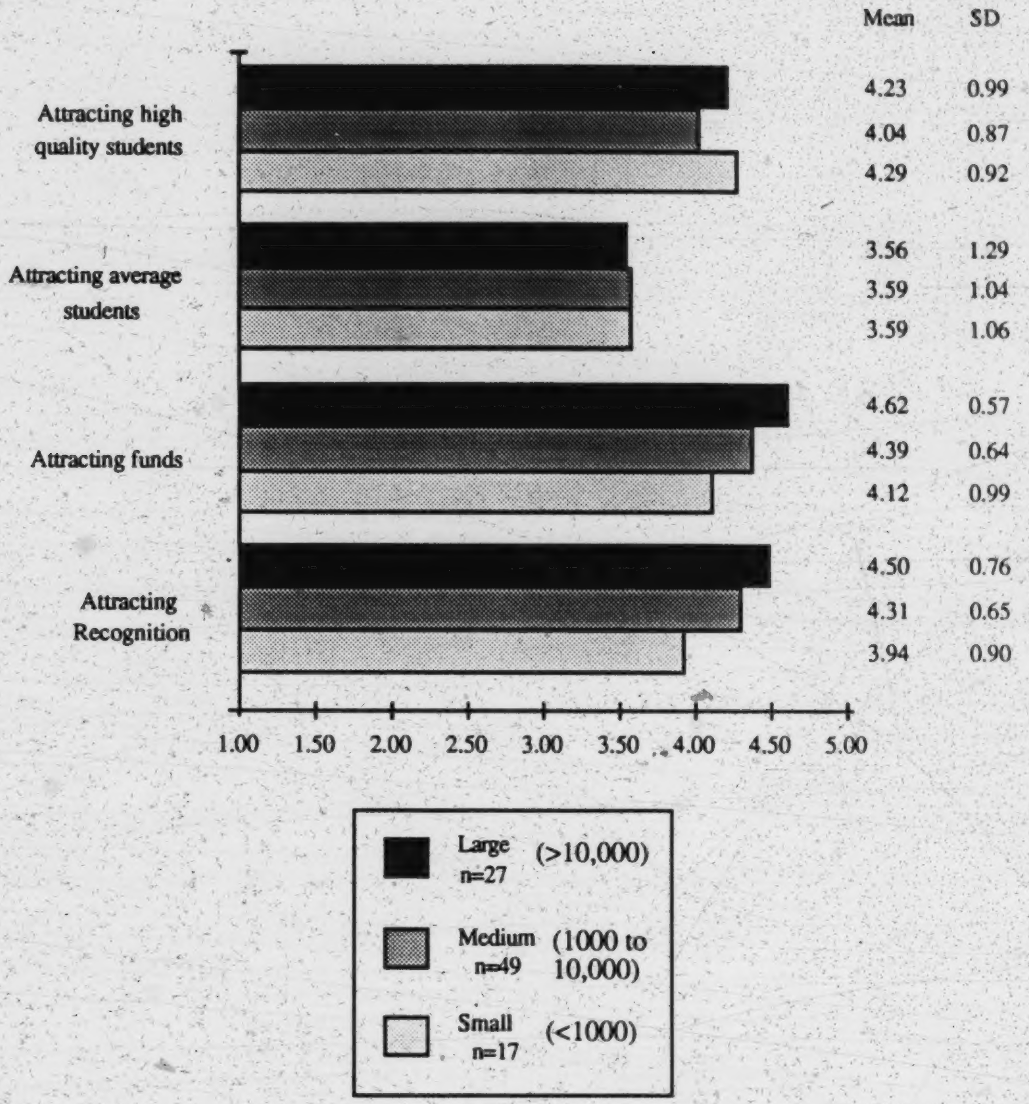


Figure 8.3 Perceived Need to Adopt Marketing by the Size of Institution

marketing was perceived to be high or very high irrespective of institutional sizes. Based on this analysis, the *large institutions* were more likely to adopt aspects of marketing than were the *medium* or the *small institutions*, especially, for the purposes of attracting funds, high quality students, and recognition.

Institutional Location

The structured interview provided for the respondents to indicate whether or not their institutions were located in the urban or rural area (see map on page 99). In some institutions, several respondents would classify their institutions as *urban* while others in the same institutions would classify them as *rural*. Where this occurred, the majority view was taken as the classification of the institution. Several reasons were found responsible for this discrepancy. Respondents perceived their towns differently; for example, one respondent commented that *"Camrose was an old settlement,"* and therefore, concluded it was urban. In deciding whether a town was rural or urban, some of the respondents compared their towns with their surrounding towns. Athabasca University is another example where another respondent commented that *"although we are located in a rural area, the majority of our students are in the urban areas so, are we urban or rural?"*

Environmental Concerns by Locations

Based upon the majority perceptions of their locations, an analysis was carried out to see if the environmental concerns, the level of competition in the resource-environment, and the need to adopt marketing were perceived differently. As shown in Figure 8.4, the major difference existed in the extent to which administrators of *urban* and *rural institutions* perceived declining resources as a source of concern (*urban*, $\bar{X}$=4.47; while *rural*, $\bar{X}$=4.00). This was followed by attracting high-quality students

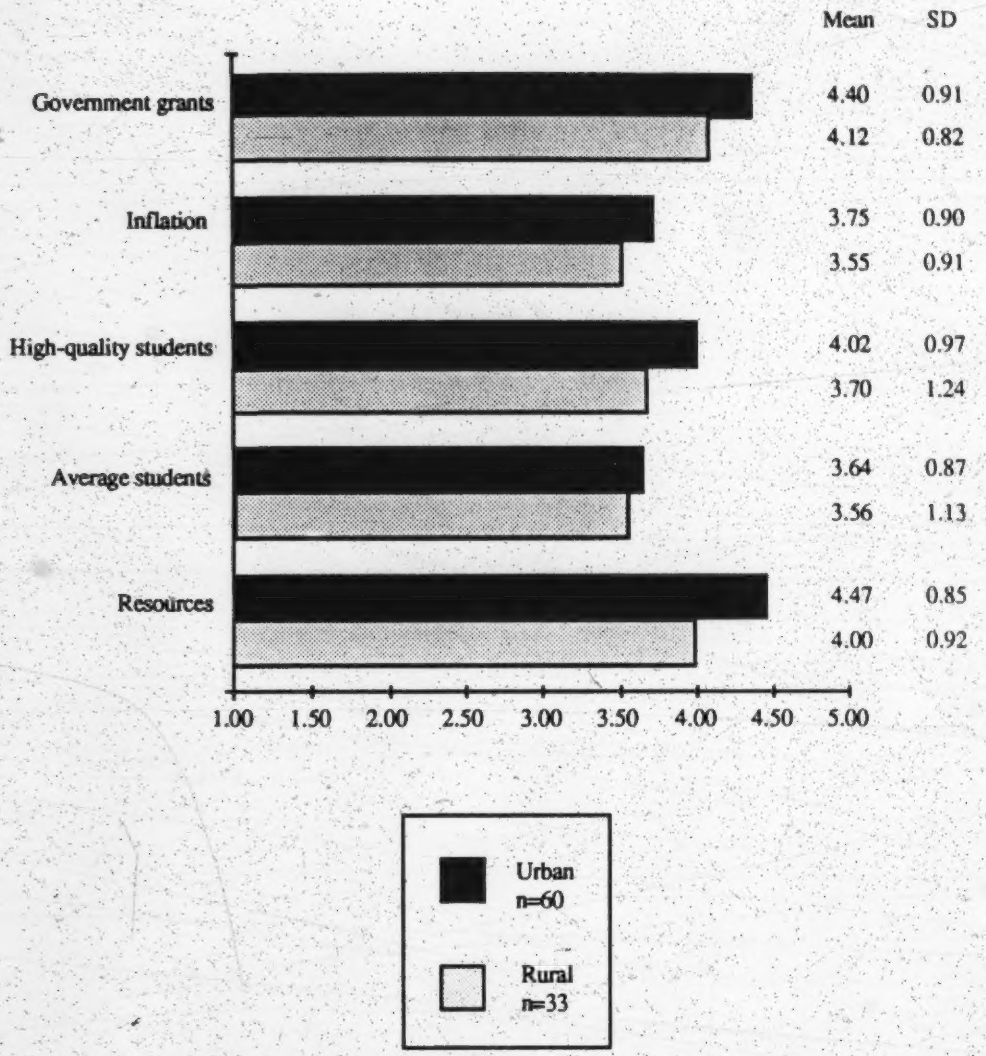


Figure 8.4 Perceived Environmental Concerns by Locations

(*urban*: $\bar{X}$=4.02 and *rural*: $\bar{X}$=3.70). With respect to government grants as a source of concern, the *urban institutions* indicated a higher level of concern ($\bar{X}$=4.40) than did the *rural* ($\bar{X}$=4.12). Different explanations could be found for the differences between the *urban* and *rural institutions* in each of the five items. For example, the higher level of concern in the *urban institutions* with respect to declining resources may be attributed to the higher costs of inputs that are generally found in urban cities. With respect to government grants, a respondent observed that government was likely to fund a rural post-secondary institution more generously (especially on capital projects) if such institution was the only way the government could make their relevance and presence feasible to the community where the institution is located.

Perceived Level of Competition by Locations

In order to examine whether there was any difference between *urban* and *rural institutions* in the way their administrators perceived that competition existed in the resource-environment of post-secondary institutions in the province, a further analysis was carried out. Generally, the *urban institutions* perceived a higher level of competition, except with respect to attracting average students, in the resource-environment than did the *rural institutions* (Figure 8.5). Major differences between these groups of institutions existed in the level of competition perceived for high quality students (*urban*: $\bar{X}$=3.83 and *rural*: $\bar{X}$=3.46), minority students (*urban*: $\bar{X}$=2.45 and *rural*: $\bar{X}$=2.12), recognition as a center of excellence (*urban*: $\bar{X}$=4.05 and *rural*: $\bar{X}$=3.82), disabled students (*urban*:$\bar{X}$=2.27 and *rural*: $\bar{X}$=2.05) and donations (*urban*: $\bar{X}$=3.93 and *rural*: $\bar{X}$=3.73). While the levels of competition were perceived to be generally high on all the items, they were perceived to be somewhat or moderate on minority and disabled students.

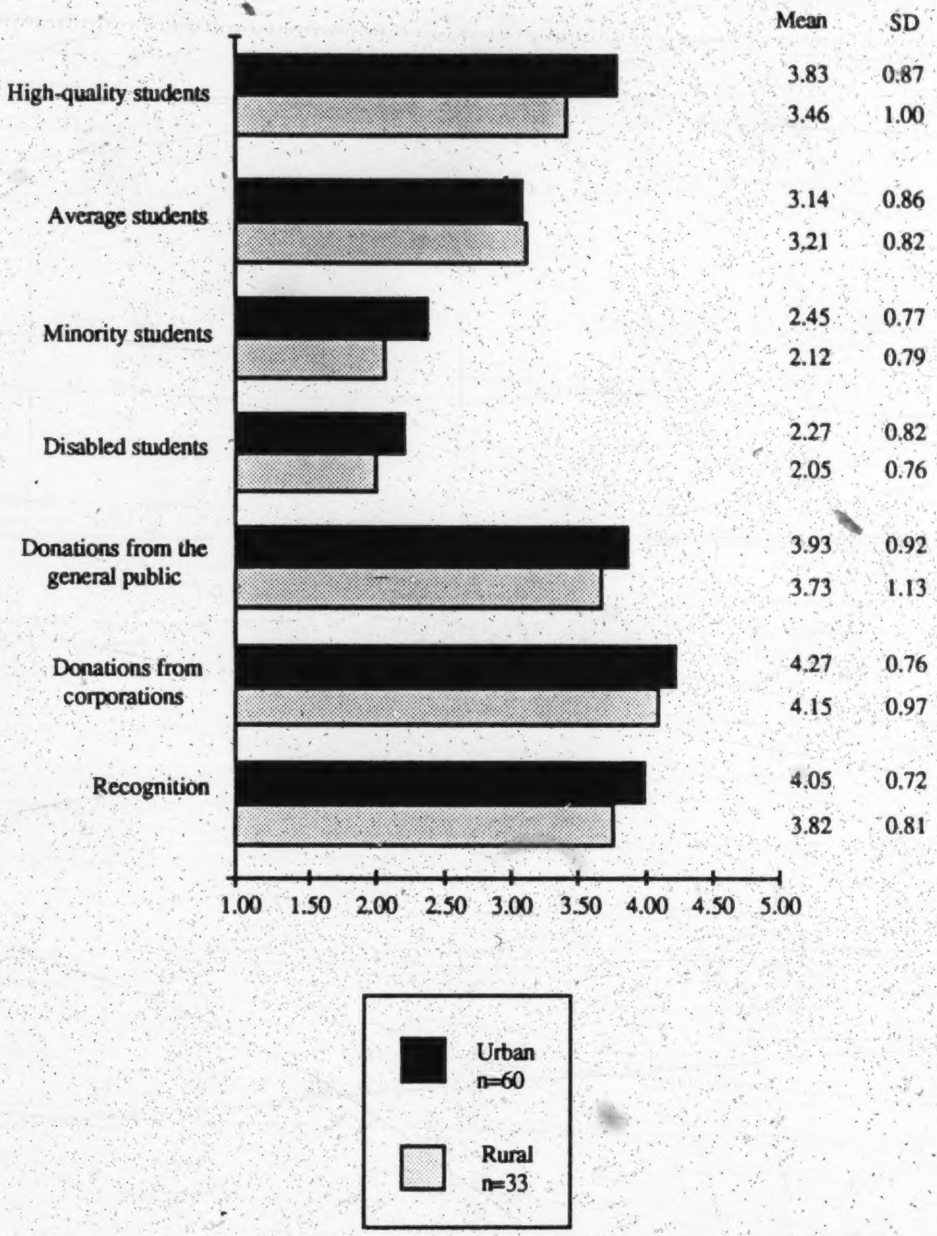


Figure 8.5 Perceived Level of Competition by Locations

The Need to Adopt Marketing by Locations

On four items, attracting high quality and average students, funds, and recognition, further analyses were carried out to determine if differences existed in the perceptions of the administrators of *urban* and *rural institutions* concerning the extent to which marketing was considered necessary. As shown in Figure 8.6, major differences existed in the perceptions of the need to adopt marketing to attract funds. On this, the administrators of the *urban institutions* ($\bar{X}$=4.49) perceived a higher level of need than the *rural institutions* ($\bar{X}$=4.24). Also, the need to adopt marketing to attract recognition as a center of excellence was perceived higher in the *urban institutions* ($\bar{X}$=4.36) than the *rural institutions* ($\bar{X}$=4.18). However, the *rural institutions* ($\bar{X}$=3.64) perceived a higher need to adopt marketing to attract minority students than the *urban institutions* ($\bar{X}$=3.55).

Overall, on the four items, the need to adopt marketing was perceived to be high in both the *urban* and the *rural institutions*. The *urban institutions* appeared to be generally more concerned about the resource-environment and their administrators tended to perceive a higher level of competition in this environment. They also perceived a greater need to adopt marketing to attract these resources. On the basis of this analysis, the *urban institutions* are more likely to engage in marketing activities than the *rural institutions*. One explanation for this is the fact that there are usually more than one post-secondary institutions in the urban areas and the more institutions there are in one location, the greater the competition; the more there is program or mandate overlap, the greater the competition; and the greater the competition, the more likely that institutions would engage in marketing activities.

Institutional Age

All the institutions that participated in this study were categorized as either

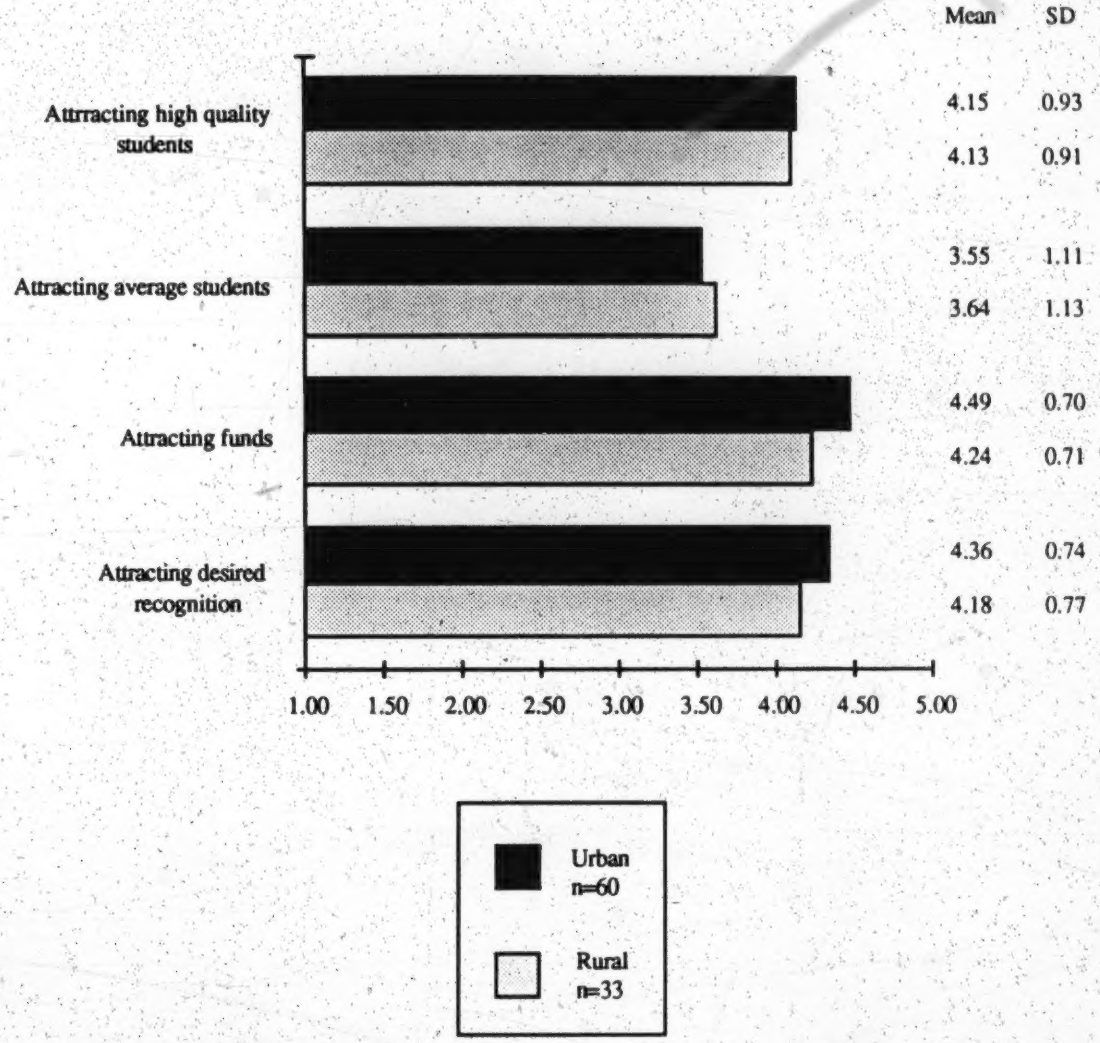


Figure 8.6 Perceived Need to Adopt Marketing by Locations

younger and older (see the classification of institutions by age in page 107). The younger institutions were those found to be 40 years or less while the older institutions were over 40 years old. Based on these two categories, the pattern of differences were examined on the level of environmental concern, the level of competition perceived in the resource-environment, and the level of the need to adopt marketing.

Environmental Concerns by Age

The data obtained on inadequate government grants as a source of concern to post-secondary institutions in Alberta was analyzed on the basis of age groupings. As shown in Figure 8.7, the *older institutions* ($\bar{X}$=4.40) were found to be more concerned about inadequate government grants than the *younger institutions* ($\bar{X}$=4.21), although, the two groups perceived the inadequacy as a source of great concern. The *older institutions* ($\bar{X}$=3.80) also indicated more concern about inflation than the *younger institutions* ($\bar{X}$=3.56). Similarly, the *older institutions* ($\bar{X}$=4.24) indicated higher concern about the enrollment of high quality students than the *younger* ($\bar{X}$=3.58). With respect to the enrollment of average students, the *older institutions* ($\bar{X}$=3.81) still indicated higher concern than the *younger institutions* ($\bar{X}$=3.43). The same was observed with respect to the declining resources as a source of concern–the *older institutions* had greater mean score of 4.43 than the *younger institutions* ($\bar{X}$=4.19). The institutions classified as older appeared to be generally more concerned about their environment than those classified as *younger institutions*.

Competition in the Resource-Environment by Age of Institution

With the exception of the competition for minority and disabled students, and the competition for recognition as centers of excellence, in which the *younger institutions* had higher mean scores, the *older institutions* perceived greater competition in the resource-environment. As shown in Figure 8.8, the administrators of the institutions classified as *older* perceived a higher level of competition for high quality students

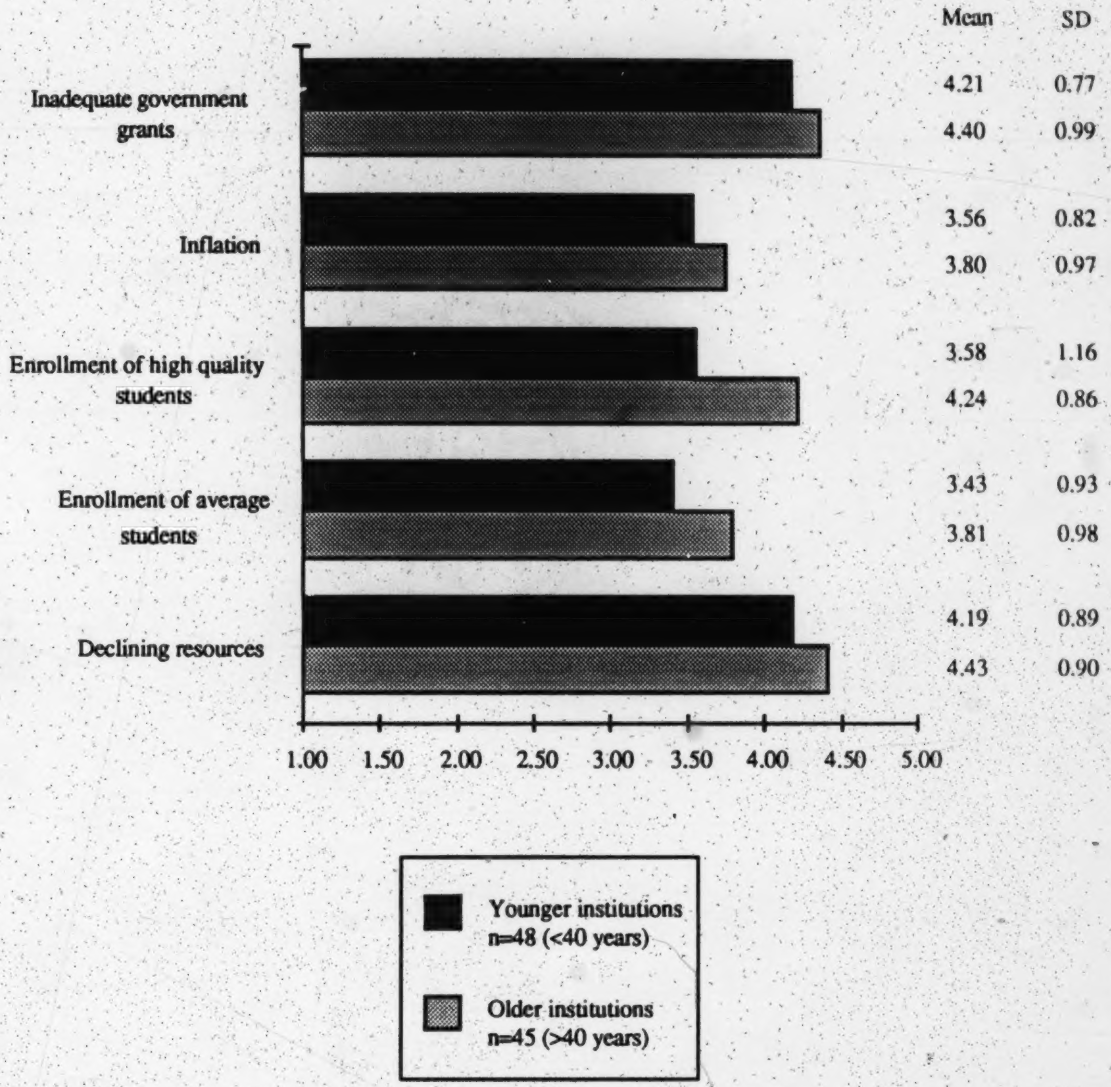


Figure 8.7 Perceived Environmental Concerns by Age of Institution

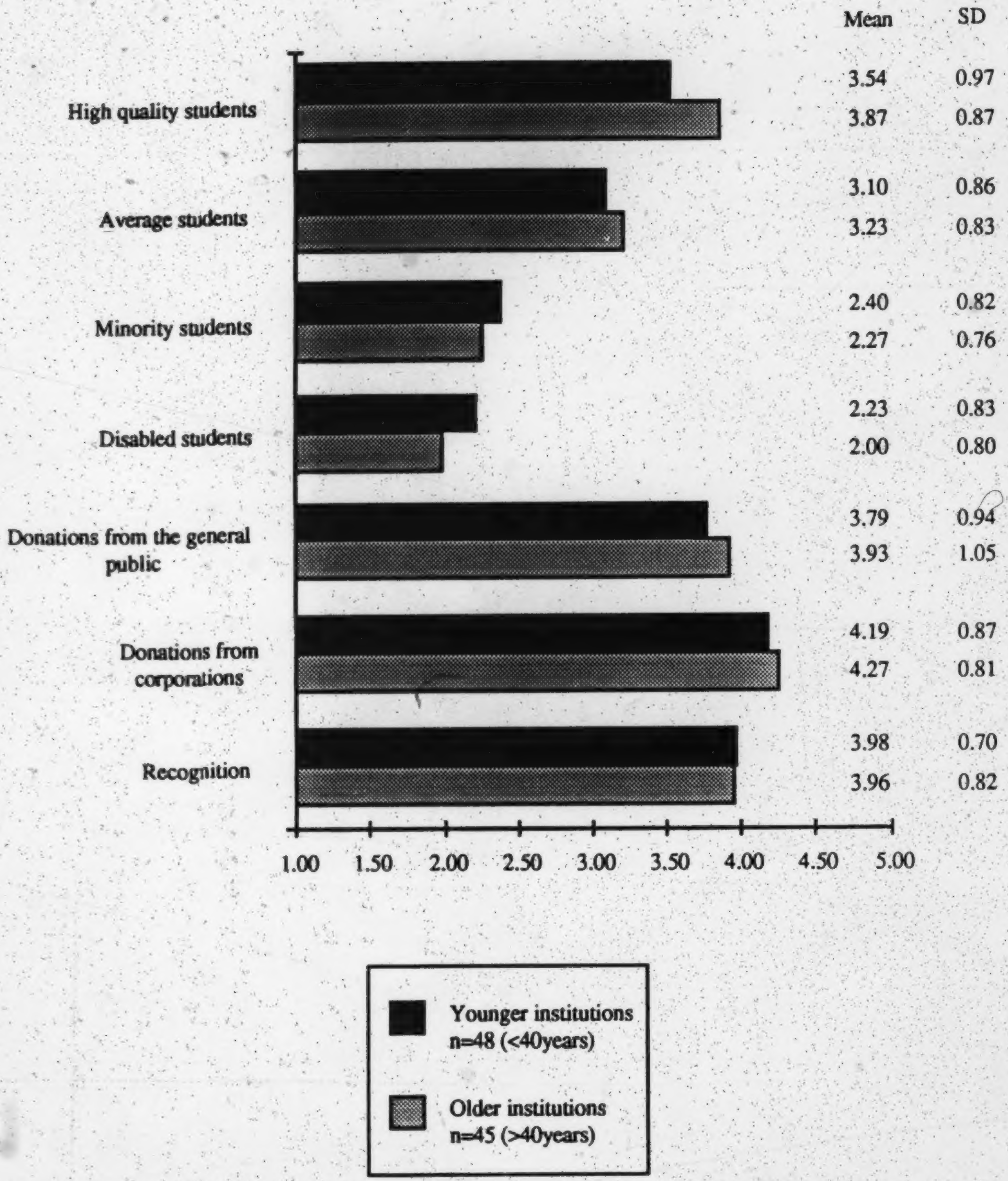


Figure 8.8 Perceived Levels of Competition by Age of Institution

($\bar{X}$=3.87) than the *younger institutions* ($\bar{X}$=3.54), for average students (*older institutions* $\bar{X}$=3.23; *younger institutions* $\bar{X}$=3.10), for donations from the general public (*older institutions* $\bar{X}$=3.93; *younger institutions* $\bar{X}$=3.79), and for donations from corporations (*older institutions* $\bar{X}$=4.27; *younger institutions* $\bar{X}$=4.19). While the levels of competition perceived with respect to high quality students, donations from the general public and corporations, and recognition as centers of excellence were generally high irrespective of the institutional age, these levels were considered generally moderate for average students and little or small for minority and disabled students.

The Need to Adopt Marketing by Age of Institution

Figure 8.9 shows that generally the older institutions perceived greater need to adopts marketing to attract resources from the environment. With the mean score of 4.40, the *older institutions* appeared to perceive greater need to adopt marketing for the purpose of attracting high quality students than the *younger institutions* ($\bar{X}$=3.92). Similarly, the respondents from the *older institutions* ($\bar{X}$=3.74) perceived greater need to adopt marketing to attract average students than the *younger* ($\bar{X}$=3.44). With respect to using marketing to attract funds from donors, the *older institutions* indicated higher need ($\bar{X}$=4.50) than the *younger institutions* ($\bar{X}$=4.31). A very slight difference was observed with respect to the need to adopt marketing to achieve desired recognition–with the *older institutions* having higher mean score of 4.32 than the *younger institutions* with the mean score of 4.27. Overall, the two groups perceived a great need to adopt marketing on all the four items.

The *older institutions* tended to be generally more concerned about their resource-environment than were the *younger institutions*. The administrators of the *older institutions* appeared to perceive that greater competition existed in the resource-environment and they indicated a greater need to adopt marketing than did the administrators of the *younger institutions*.

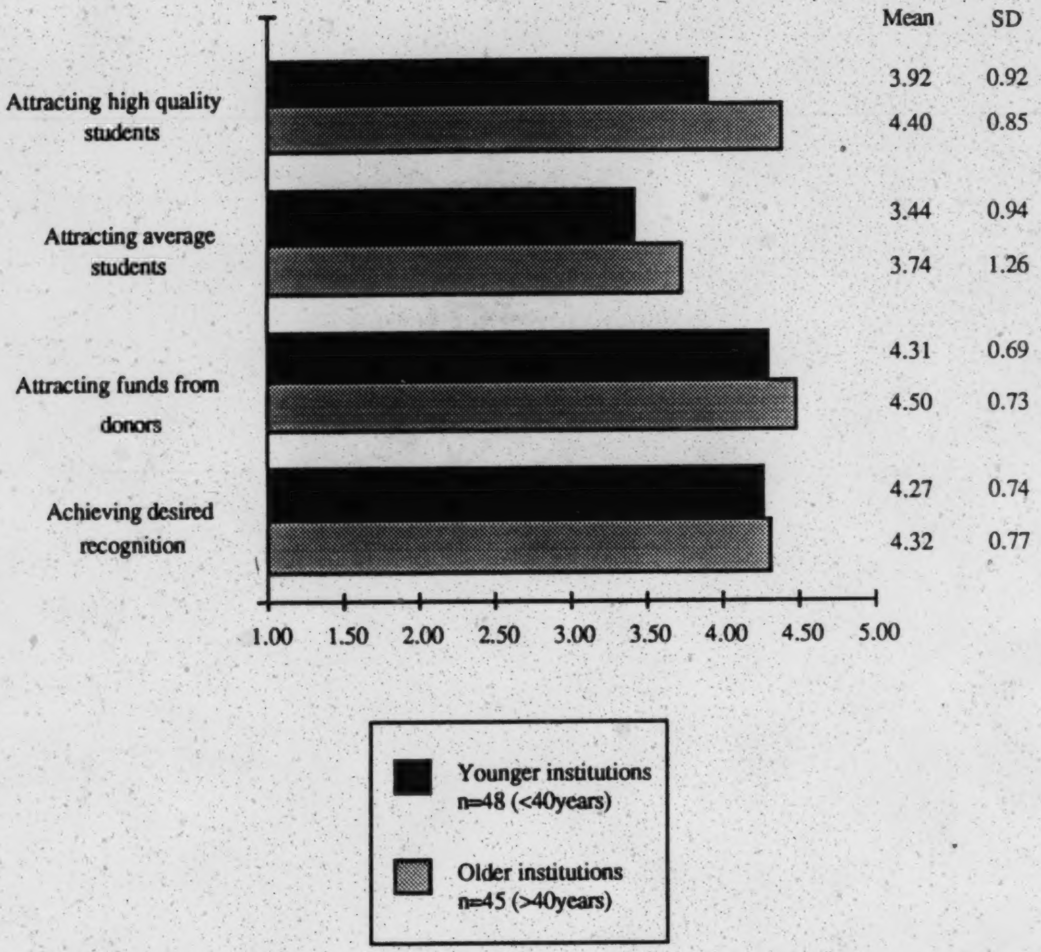


Figure 8.9 Perceived Need to Adopt Marketing by Age of Institution

Summary

The analyses in this chapter showed that, although slight differences existed on most of the items among the three sizes of institutions, the *large* and *small* institutions indicated a higher level of concern with respect to the resource-environment than did the *medium*-sized institutions. Also, a slightly higher level of competition in the resource-environment was perceived in the *large institutions* than in the *medium* and *small institutions*. Consequently, the *large institutions* indicated greater need to adopt marketing for the purpose of attracting resources from the environment.

Generally, the *urban institutions* were found to be more concerned about the resource-environment. Also, their administrators perceived a higher level of competition and thus advocated a greater need to adopt marketing than the administrators of the *rural institutions*. With respect to institutional age, the *older institutions* tended to be more concerned about the resource-environment. The administrators of the *older institutions* perceived a higher level of competition and they also indicated greater need to adopt marketing than the *younger institutions*.

Large, *urban*, and *older institutions* appeared to be more concerned about the resource-environment, perceived a higher level of competition and more likely to advocate the use of marketing to attract resources. This type of institution seems to have greater responsibility not only to maintain its present status, but also to enhance this status in terms of its political clout, funds from both the corporate and the general public, academic reputation, and niche. Therefore, the *larger* and *older an institution* and the more urbanized its immediate environment, the more the institution would benefit from the adoption of marketing in Alberta.

CHAPTER 9

SUMMARY, DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

The overall summary of the study is presented in this final chapter. This summary includes an outline of the purpose of the study, the research methodology, discussion of the findings, and conclusions which provide direct responses to the research questions on which the data collection and analyses were based. The implications of the study for both practice and future research are then presented. In the last section of this chapter, several recommendations are provided.

Summary of the Study

Overview of the Study

The literature on higher education suggests that many post-secondary institutions in North America have adopted and are adopting marketing principles and strategies. Since the mid-1970s, the body of literature on educational marketing has been steadily growing. Most of this literature comes from the United States, Britain, and Australia while Canada has very little research-based output in this area. Other than the 1987 Conference organized by the Department of Education and the Alberta School Superintendents in Alberta, there is no documented academic literature on marketing activities at the post-secondary institutions in Alberta. Consequently, one purpose of the study was to investigate the extent to which post-secondary institutions in Alberta, Canada, have adopted these practices.

Several relevant events had either taken place or were taking place in the environment of Alberta post-secondary education around the time the study was conducted. First, the participation of the private post-secondary institutions in the province's post-secondary education system, in terms of the number of private institutions and the proportion of students admitted, was at an all-time high. This participation is also reflected in the proportion of government revenue and other vital resources that are currently going to these institutions. Second, the government introduced a matching grant scheme to encourage the publicly funded post-secondary institutions to raise funds from the private and the corporate sectors. Third, the activities of the out-of-province post-secondary institutions, such as the Gonzaga University (United States), with respect to recruitment of post-secondary students and the provision of off-campus localized programs, have been on the increase. Fourth, the Department of Advanced Education released a document in October 1989 which contains the goal of the Department to encourage the publicly funded institutions to reduce their reliance on provincial government revenue. All these events meant that the post-secondary institutions in the system were being directly or indirectly sensitized to market forces. Consequently, many of these institutions had started to engage in activities that would ensure their competitiveness.

Research Methodology

To obtain relevant data for the study, a structured interview schedule was developed. The questions in the interview schedule were developed from an extensive review of the literature. They were pilot-tested to ensure that they were comprehensive, adequate, and relevant. Another schedule which contained unstructured interview questions was also developed for the study. Through these techniques, both specific and general responses were obtained on the research questions.

Thirteen post-secondary institutions participated in the study. Altogether, 100 participants were interviewed, including three representatives of the Department of Advanced Education. Participants consisted of presidents, vice-presidents, directors and deans, registrars, and other officers. The data-collection phase involved personal visits by the researcher to each of the 13 participating institutions. These visits provided opportunities for observations and interactions with the study participants and others. Descriptive analyses, involving frequency and percentage frequency distributions and comparison of means, were used throughout the study.

Findings

In this section, both the broad and the specific research questions are restated. Under the statement of each question, the findings are presented. These are followed by discussion and a conclusion which provides a direct response to the question.

1. General Research Question:

To what extent are the budget constraints experienced by post-secondary educational institutions in Alberta, as perceived by their administrators, an indication of a shift in educational ideology?

1.a. Specific Research Question:

> To what extent do the administrators of post-secondary educational institutions in Alberta perceive that the budget constraints in their institutions are an indication of a shift in educational ideology?

1.a.1. Finding:

An overwhelming majority of the respondents admitted that their institutions had been passing through a period of financial constraint. However, opinions were divided on the extent to which the budget constraints were an indication of a shift in educational ideology.

1.a.2. Finding:

A slight majority of the respondents agreed that there had been a shift in ideology, but some of these respondents believed that the shift was an unconscious one, lacking any clearly thought-out direction.

1.a.3. Finding:

A large proportion of the respondents believed that there had been no shift in ideology because the government had none in the first place. This group concluded that the government was only reacting to economic pressure.

1.b. Specific Research Question:

To what extent do these administrators perceive a change in the attitude of the government concerning funding of post-secondary education?

1.b.1. Finding:

The majority of the respondents indicated that the attitude of the government toward funding of post-secondary education in Alberta had either changed or was changing.

1.b.2. Finding:

The most common reasons cited for this change included the following:

- the gloomy global and provincial economic situation (1989-1990);
- the desire of the government to diversify sources of funding for higher educational institutions;
- the notion that post-secondary education is currently a non-political issue in the province; and
- the desire to increase accountability and cost-efficiency in higher educational institutions.

1.c. Specific Research Question:

To what extent do these administrators perceive a change in the attitude of the general public concerning funding of post-secondary education?

1.c.1. Finding:

A slight majority of the respondents indicated that the attitude of the general public toward funding of the post-secondary education in Alberta had either changed or was changing. Many of the respondents also indicated that the general public was unaware of the situation in the post-secondary institutions.

1.c.2. Finding:

The most common reasons cited for the change in attitude included the following:

- the general public was more concerned with the poor economic situation (1989-1990);
- the general public was disillusioned with rising educational costs and perceived low returns; and
- the general public felt that the post-secondary institutions were relatively well off.

In order to find out if the attitude change and the budget constraints were ideologically based, the respondents were asked to comment on this matter.

Comments

A very small majority of the respondents indicated that there was neither a planned nor an unconscious shift in ideology. Many of the respondents also indicated that there had been a shift in ideology. These two reasons were given for believing that a shift in educational ideology did exist:

- that the Government of Alberta was influenced by American examples where institutions generate substantial revenues from private sources; and
- that the government faced fiscal problems which forced restraint.

Those who indicated no shift in educational ideology pointed out that they had not known the government to have any consciously and carefully thought out ideology at any given time.

1.d. Specific Research Question:

What specific strategies have been examined and/or adopted by these institutions as a result of any perceived change in the resource-environment?

1.d.1. Finding:

As a direct or an indirect result of the budget constraints in the post-secondary education system, all the post-secondary institutions in the province had taken one or more of these steps to reduce the impacts of budget constraints: (a) revenue-generating strategies, (b) efficiency-enhancing strategies, and/or (c) coping strategies.

1.d.2. Finding:

Revenue-generating and efficiency-enhancing strategies were more popular with the post-secondary institutions in the province. The first reaction to budget constraints in these institutions was to adopt a strategy to "trim the fat" and to reorganize without necessarily reducing the scale of operation. This is followed by two revenue-generating activities: (a) an increase in fund-raising, development, and alumni activities; and (b) an increase in government lobbying. An increase in tuition fees and an increase in cost-recovery ancillary services were found to be equally popular. These strategies were followed in popularity by an increase in customized and specialized education/research services and a decrease in support-system and union-related staff. Cutting the size of union-related staff was the most common coping strategy.

1.e. Specific Research Question:

> To what extent do the administrators of post-secondary institutions in Alberta perceive inadequate government grants, inflation, enrollments, and declining resources to be of concern?

1.e.1. Finding:

The following matters (starting from the item of most concern to the item of least concern) were of high concern to all the post-secondary institutions that participated:

- declining resources,
- inadequate government grants,

- recruiting high quality students,
- inflation, and
- recruiting average students.

1.f. Specific Research Question:

To what extent do the administrators consider competition exists among these post-secondary institutions for students, donations, and recognition?

1.f.1. Finding:

The areas of high competition among these post-secondary institutions were as follows, starting with the most competitive resource to the least competitive resource:

- attracting donations from corporations,
- attracting recognition as centers of excellence,
- attracting donations from the general public, and
- attracting high quality students.

2. General Research Question:

To what extent is the adoption of marketing philosophy and activities a common phenomenon in post-secondary institutions in Alberta?

2.a. Specific Research Question:

How do the administrators of post-secondary institutions define the adoption of marketing in higher education?

2.a.1. Finding:

The most common definition of marketing of higher education stated that marketing is a set of activities to attract either students, donations, a desired image, or all of these items.

2.a.2. Finding:

Marketing defined as a planning process or as a philosophy was not common.

2.a.3. Finding:

The institute sector defined marketing more as a process than did the other sectors.

2.b. Specific Research Question:

How common is the practice of deliberate adoption of strategies related to marketing perceived by administrators of post-secondary institutions as "marketing?"

2.b.1. Finding:

The majority of the respondents indicated that the adoption of marketing was either a common or a growing phenomenon in the province. The majority of those who held this view were those who perceived marketing to be set of activities to attract students, funds, and image.

2.b.2. Finding:

The majority of those who perceived marketing as a process or philosophy indicated that the adoption of a marketing philosophy was not common.

2.c. Specific Research Question:

To what extent do the administrators of post-secondary institutions perceive that their institutions are free to respond to "market forces?"

2.c.1. Finding:

Except in the private sector, all the post-secondary institutions in the province did not have substantial freedom to decide on new credit programs and tuition fees for credit programs. Yet, the credit programs made-up the substantial part of the program offerings of these institutions.

2.c.2. Finding:

All the post-secondary institutions in the province did enjoy substantial freedom in offering non-credit programs, charging tuition fees for non-credit programs, and advertising their programs.

2.d. Specific Research Question:

> To what extent do the administrators of post-secondary institutions perceive that limitations exist on institutional responsiveness?

2.d.1. Finding:

The most critical limitation on institutional responsiveness in Alberta was budget constraints, followed by the government policy, the opinions of the administrators, and the opinions of the faculty, in that order. The extent that financial constraint limited institutional responsiveness was perceived to be very high. Of great limitation to institutional responsiveness were government policy, opinions of administrators, and opinions of the faculty, in that order.

2.e. Specific Research Question:

> To what extent do the administrators of post-secondary institutions perceive that their institutions are responsive to the needs of their relevant publics?

2.e.1. Finding:

Faculty's responsiveness to the opinions/needs of students were described as high in the private college, institute, and public college sectors.

2.e.2. Finding:

Faculty's responsiveness to the opinions of the general public was perceived to be moderate in all the sectors.

2.e.3. Finding:

Faculty's responsiveness to the administration of their institutions was described as high in the private college sector, but moderate in the other sectors.

2.e.4. Finding:

Administrators' responsiveness to the opinions/needs of students was described as high in all sectors with the exception of the university sector where it was described as moderate.

2.e.5. Finding:

Similarly, administrators' responsiveness to the opinions of the general public was described as high in all sectors with the exception of the university sector where it was described as moderate.

2.e.6. Finding:

Administrators' responsiveness to the opinions of employers was described as high in all the sectors except in the private sector.

2.e.7. Finding:

Generally, the faculty were perceived to be more responsive to the needs and opinions of their students than were the administrators.

2.e.8. Finding:

The administrators were perceived to be more responsive to the opinions of the general public than were the faculty.

2.e.9. Finding:

Faculty members were not perceived to respond greatly to the administrators of their institutions.

2.e.10. Finding:

Administrators were perceived to respond greatly to the opinions of employers.

2.e.11. Finding:

Students' contributions to both academic and administrative decisions were minimal in all the post-secondary institutions. The areas investigated were areas of decisions affecting the development of new programs, advertising new programs, delivering new programs, deciding about student accommodation, and deciding about recreational facilities.

2.f. Specific Research Question:

To what extent do post-secondary institutions in Alberta engage in studies that are similar to marketing research studies?

2.f.1. Finding:

Generally, the post-secondary institutions conducted some aspects of marketing research studies to a moderate extent.

2.f.2. Finding:

The institute sector showed a higher level of research activities than did the other sectors in the following aspects: public perception; students' opinions; program opportunities; how to position the institutions within the province; potential donors; student characteristics; retention factors; and program evaluation.

2.g. Specific Research Question:

To what extent are financial resources committed to selected marketing activities in post-secondary institutions in Alberta?

2.g.1. Finding:

Generally, resource allocation to the selected marketing activities cannot be described as substantial in the post-secondary institutions that participated in the study. Resource allocation to the following activities were generally described as moderate:

- advertising programs,
- attracting high quality students,
- attracting average students,
- fund-raising,
- alumni affairs,
- public relations, and
- enhancing the physical image of the campus.

2.h. Specific Research Question:

> To what extent are academic programs, promotion, pricing, and delivery of programs integrated into a unified plan in post-secondary institutions in Alberta?

2.h.1. Finding:

The inclusion of cost, promotion, and delivery considerations in academic program development was not found to be substantial in all the post-secondary institutions.

2.h.2. Finding:

The least considered matter was determination of the best time, from the students' view, to hold classes for the programs.

2.h.3. Finding:

The most considered matter was determination of the most efficient methods to deliver programs.

2.i. Specific Research Question:

> How common is the establishment of resource-attraction offices in post-secondary institutions in Alberta?

2.i.1. Finding:

The most common resource-attraction offices in the post-secondary system were public relations offices, fund-raising offices, and development offices, in that order.

2.i.2. Finding:

While development offices were more common in the university, private college, and institute sectors, fund-raising offices were more common in the public college sector.

2.i.3. Finding:

Generally, no substantial coordination of fund-raising, alumni affairs, and public relations activities in the post-secondary institutions was apparent.

2.i.4. Finding:

The most integrated activities were fund-raising and public relations.

2.i.5. Finding:

The least integrated offices (except in the private college sector) were alumni affairs and public relations, followed by fund-raising and alumni affairs.

2.i.6. Finding:

The involvement of senior administrators of the post-secondary institutions was high with respect to fund-raising and public relations activities, and moderate with respect to attracting students and advocating entrepreneurial activities.

2.i.7. Finding:

No substantial faculty involvement in fund-raising, public relations, and student attraction was found.

2.i.8. Finding:

While the top-level administrators were more involved in fund-raising and public relations activities than were the faculty, the faculty were found to be more involved in student attraction (except in the university and the private college sectors) than were the administrators.

2.j. Specific Research Question:

> In the post-secondary institutions in Alberta, how common is the establishment of an office designated as a "Marketing Office" and what functions does the office perform?

2.j.1. Finding:

The establishment of marketing offices was not a common practice in all the post-secondary institutions. No such offices existed in both the university and the private college sectors.

2.j.2. Finding:

All the institutes of technology had within their structures, marketing offices, whereas only one public college had a similar office.

2.j.3. Finding:

Where they existed, marketing offices were highly involved in

- publicity,
- program advertising,
- public relations,
- fund-raising,
- student attraction, and
- alumni affairs.

2.j.4. Finding:

The least common activity conducted in these offices, from the list provided, was research study.

2.k. Specific Research Question:

How desirable is the establishment of a marketing office in post-secondary institutions in Alberta and at what level should it be established?

2.k.1. Finding:

The majority of the post-secondary institutions in the system indicated a desire to establish marketing offices.

2.k.2. Finding:

The desire was uppermost in the public college sector, followed by the university sector, whereas the least interest was found in the private college sector.

2.k.3. Finding:

The percentage of administrators in both the public and private college sectors who were undecided about the establishment of marketing offices was higher than was the percentage of those who were opposed to the establishment of marketing offices in their institutions. However, the percentage of those who were opposed to the establishment of marketing offices in the university sector was higher than was the percentage of those who were undecided about the establishment of these offices.

2.l. Specific Research Question:

> To what extent do the administrators of post-secondary institutions in Alberta perceive that the distinct identities and missions of their institutions are communicated to their constituencies?

2.l.1. Finding:

Other than communication with the potential donors, which was considered to be high, communications between post-secondary institutions and the potential students, current students, general public, and staff members were not substantial.

2.l.2. Finding:

Communication with the staff members was found higher than with the potential students, current students, and the general public in that order.

2.m. Specific Research Question:

> How common is the use of external marketing consultants in post-secondary institutions in Alberta?

2.m.1. Finding:

The use of external marketing consultants in the post-secondary institutions in the province was a common practice.

2.m.2. Finding:

Most of the institutions that employed the services of external marketing consultants did so within the last five years.

2.m.3. Finding:

The use of a marketing consultant was most common in the institute sector, followed by the public college, university, and private college sectors in that order.

3. General Research Question:

What are the perceived advantages and disadvantages of marketing practices in post-secondary institutions in Alberta?

3.a. Specific Research Question:

> To what extent do administrators in post-secondary institutions in Alberta perceive that adoption of marketing will lead to an enhanced image, increased fund-raising yields, increased enrollment, increased institutional autonomy, increased academic standards, increased competition among post-secondary institutions, enhanced realization of institutional objectives, and increased student-oriented services?

3.a.1. Finding:

Generally, the adoption of marketing in the post-secondary institutions was perceived to have the potential to highly enhance the image of these institutions. Both the institute and the public college sectors were more positive in their responses than were the university and private college sectors.

3.a.2. Finding:

The adoption of marketing was expected to moderately enhance resource-generating ability of the post-secondary institutions. The most positive response to this item was obtained from the university sector, followed by the public college sectors, whereas the least positive was the private college sector.

3.a.3. Finding:

The adoption of marketing was perceived to have a high potential in increasing the enrollment figures or enhancing the ability to recruit desired types of students. For this item the most positive response was obtained from the institute sector, followed by the public college sectors, the least positive was the private college sector.

3.a.4. Finding:

Greater use of marketing was perceived to increase institutional autonomy generally little. The university and institute sectors were more positive on this item than were the other sectors.

3.a.5. Finding:

Similarly, the extent to which marketing would increase academic standards was generally little. The most positive response was obtained from the institute sector.

3.a.6. Finding:

The adoption of marketing was expected to moderately lead to a healthy competition among the post-secondary institutions. Both the institute and public college sectors were more positive on this item than were the other sectors.

3.a.7. Finding:

The extent to which the adoption of marketing in post-secondary institutions would enhance the realization of institutional objectives was generally described as moderate. With the exception of the university sector where it was described as little, responses were almost uniformed in the other sectors.

3.a.8. Finding:

The adoption of marketing in post-secondary institutions was not perceived to substantially result in greater student-oriented services. The public college sector obtained a higher mean than did the other sectors, while the university sector obtained the lowest mean on this item.

3.a.9. Finding:

Generally in all the sectors, the adoption of marketing was not perceived to lead to any negative consequences on all the items mentioned above. Therefore, marketing was not perceived to lead to an unfavorable image, wasted financial resources, decreased enrollment of quality students, decreased institutional autonomy, decreased academic standards, unhealthy competition, compromise of the objectives of higher education, and less student-oriented services.

3.a.10. Finding:

The disadvantages of marketing, expressed as concerns, were as follows:

- the possibility of "over-marketing";
- the possibility of losing sight of the objective of higher education;
- wasting the limited funds competing for limited number of students;
- the possibility of unethical practices developing; and
- the negative image of marketing itself.

3.b. Specific Research Question:

How do the administrators of post-secondary institutions in Alberta perceive the costs associated with marketing in relation to the benefits of marketing?

3.b.1. Finding:

While all the respondents believed that the adoption of marketing would involve some costs, ranging from very little to substantial, an overwhelming majority believed the benefits from marketing would outweigh its costs.

4. General Research Question:

What are the perceived constraints on marketing practices in post-secondary institutions in Alberta?

4.a. Specific Research Question:

To what extent are the funding of marketing activities, securing qualified marketing personnel, government policy, coordination of post-secondary educational system in the province, perceived undesirability of marketing considered to be sources of constraint on marketing practices in post-secondary institutions?

4.a.1. Finding:

Funding of marketing activities was found to highly constrain marketing activities in the post-secondary institutions investigated.

4.a.2. Finding:

Securing qualified marketing personnel was found to be of some constraint to marketing activities in these institutions.

4.a.3. Finding:

Government policy was generally described to be a small constraint on marketing activities of post-secondary institutions in the province.

4.a.4. Finding:

Coordination of the post-secondary educational system in the province was generally perceived to moderately constrain marketing practices in the institutions.

4.a.5. Finding:

Similarly, the perceived undesirability of marketing was considered to be of moderate constraint to marketing activities in these institutions.

4.b. Specific Research Question:

How important are resource-attraction activities in post-secondary institutions in Alberta and to what extent is marketing perceived to be relevant in fulfilling these activities?

The respondents were asked to indicate the extent to which they perceived that the following activities were of growing importance in the post-secondary education system of Alberta and the extent to which marketing needed to be adopted for the purpose of attracting:

- high quality students;
- average students;
- funds from corporations;
- funds from the general public; and
- a desired image.

4.b.1. Finding:

All the activities selected were growing greatly in importance in the post-secondary institutions in Alberta.

4.b.2. Finding:

The following activities, presented in order of high to low, were peceived to be growing greatly in importance to post-secondary institutions in Alberta: attracting funds from corporations, attracting funds from the general public, attracting a desired recognition, attracting high-quality students, and attracting average students.

4.b.3. Finding:

The adoption of marketing was found highly necessary in the area of attracting funds from the corporations and the general public, achieving desired recognition, and attracting high quality students, in that order.

4.c. Specific Research Question:

> To what extent do administrators of post-secondary institutions in Alberta advocate the adoption of marketing and to what extent do they perceive marketing will be adopted in the province?

4.c.1. Finding:

Generally, the administrators of the post-secondary institutions in Alberta highly advocated the adoption of marketing by these institutions.

4.c.2. Finding:

The institute sector obtained the highest mean on the item of advocacy of marketing, while the private college sector obtained the lowest mean.

4.c.3. Finding:

An overwhelming majority of respondents, including the private college sector, predicted that more institutions in Alberta would adopt marketing in the near future.

5. General Research Question:

To what extent are various marketing practices associated with selected organizational characteristics?

5.a. Specific Research Question:

> To what extent do the organizational characteristics of institutional size, location, and age appear to be related to the perceived environmental concerns, level of competition, and need to adopt marketing in post-secondary institutions in Alberta?

5.a.1. Finding:

The smaller the size of an institution, the more its representatives seemed to be concerned with inadequate government grants.

5.a.2. Finding:

The bigger the size of an institution, the more its representatives seemed to be concerned with inflation.

5.a.3. Finding:

The bigger the size of an institution, the more its representatives seemed to be concerned with declining resources.

5.a.4. Finding:

The bigger the size of an institution, the more its representatives seemed to be concerned with the level of competition in donations from the general public and from corporations.

5.a.5. Finding:

The bigger the size of an institution, the more its representatives seemed to perceive a need to use marketing for the purpose of attracting funds.

5.a.6. Finding:

The bigger the size of an institution, the more its representatives seemed to perceive a need to use marketing for the purpose of attracting recognition.

5.a.7. Finding:

Generally, the urban institutions were more concerned about inadequate government grants, inflation, and attracting students than were the rural institutions.

5.a.8. Finding:

The urban institutions also seemed to perceive greater competition in the resource-environment than the rural institutions.

5.a.9. Finding:

The urban institutions generally indicated a greater need to use marketing to attract funds and recognition than did the rural institutions.

5.a.10. Finding:

The older an institution, the more its representatives seemed to be concerned with the resource-environment.

5.a.11. Finding:

The older an institution, the more its representatives tended to perceive greater level of competition in the resource-environment.

5.a.12. Finding:

The older an institution, the more its representatives tended to perceive the need to adopt marketing for the purpose of attracting vital resources.

Discussion

Discussions of the findings are conducted under five headings: resource-environment, marketing practices in post-secondary institutions, advantages and disadvantages of marketing practices, constraints on marketing practices in post-secondary institutions, and the influence of institutional variables on the need for marketing practices.

Resource-environment of the Post-Secondary Educational System

Until the last two decades (1970-1980), the environment of higher education in Western countries and, to a lesser degree, in developing countries, had been relatively stable. As observed by Scott (1989),

> the academy no longer enjoys great prestige on which higher education can build a successful claim to political autonomy. The mid-century consensus has collapsed. At the same time the exceptional post-war growth of higher education has come to an end, in terms of resources if not of students. (pp. 9-10)

Several changes with implications for higher education have occurred within these decades. These changes include the attempts by several governments to inject market values into higher education systems, the move to increase private participation in the financing of higher education, the trend towards a greater user-pay higher education system, and a gradual shift in the demographic structure of student-population. Scott remarked that "each of these changes has made it difficult to maintain the old loose relationship between the political and intellectual aspects of higher education, or the informal concordat between its public and private lives" (p.10). Although these changes are common to many countries, the antecedents to their occurrence in each of these countries may not necessarily be the same. Therefore, in a study of this nature, it is appropriate to start with the effort to investigate and describe the trends in the resource-environment of post-secondary education in Alberta.

The question of ideological shift was particularly difficult for some respondents to answer because it touched upon issues that were not foreseen from the beginning of the study. For example, does a shift in ideology imply that the government is beginning to place less emphasis on the importance of education? Does a shift in ideology imply a relative change in the proportion of the public/personal benefits derived from educational investment? Or, does a shift in ideology imply a relative change in the perceived educational input-output relationship? Any of these issues may result in a shift in ideology which may reflect in financial constraint in post-secondary institutions.

Judging from statements from the government departments, Alberta Government continues to make education its number one priority. For example, in the 1990 Budget Address, the Provincial Treasurer stated that "investing in education is our government's most important responsibility" (p. 17). Therefore, the notion that the government may be placing less emphasis on education, especially post-secondary education, may not necessarily be valid, unless, it can be proved that the rhetorics are no longer matching the reality.

The notion that a change may be occurring in the perceived proportion of benefits acruing to the public and to the individuals from educational investment may arise if the society or the government have reasons to believe that the society profits less than the individuals from its investment into post-secondary education. The literature on higher education suggests that both the receipients of education and the society as a whole benefit from educational investment. For example, Wilson (1989) indicated that

> the education implicit in higher education has as its end the improvement of society, the fulfilment of the individual and development of the moral insight which brings about the educated community in which rational judgement and mutual respect lead to appropriate, acceptable, and morally defensible decisions (p. 38).

The issue of who benefits from and who should pay for educational services or what proportion an individual receipient benefits and what proportion the individual should pay remains a concern to policy makers. Slee (1989) noted that "the balance has never been easy to strike. Once established, it has always been questioned, for every generation sets its own agenda for higher education in the light of changing circumstances and redefined priorities" (p. 63). Where post-secondary education is considered as more of a personal good than a public good, the move towards a user-pay system is likely. It is this aspect of ideological shift that is often attributed to neo-conservatism. Where public benefit of education is de-emphasized, public responsibility for its provision may be equally de-emphasized. The situation in Alberta can hardly be attributed to the global neo-conservative movement because Alberta Government has repeatedly expressed the importance of education to the economy of Alberta and to the strength of the economy in competing internationally. The Provincial Treasurer's Address (1990) observed that "top quality education is essential for our children to meet the challenges of a competitive global economy" (p. 17). Increase in tuition fees alone may not necessarily reflect a shift in this kind of ideology, unless the increase is high enough to account for a large proportion of educational costs and where no additional efforts are being made to ensure accessibility.

Although consideration of the input-output relationship in education has its origin in educational cost-benefit theory developed over three decades ago, this relationship is increasingly gaining attention, at present, in the North America. Many politicians, policy makers, educational administrators, and taxpayers have directly or indirectly linked the "displacement" of the North American economy to the increasing educational input at a time when educational output is fast decreasing. For example, Perot (1989) remarked that

> we [U.S.A.] rank at the bottom of the industrialized world in terms of academic achievement, but we're spending $328 billion a year on public education. We are paying more than any other nation on earth for educating our young people, and we have the least to show for it (p. 14).

Generally, the global economic restraint has forced many governments to tighten their budgets and cut down government expenditures. However, where the cost-benefit considerations are uppermost, the extent of the cuts may be more severe and relatively permanent. These considerations also include growing emphasis on efficiency, effectiveness, productivity, and occasional requests for justification of grants allocated. Ball (1989) remarked that

> the cost-effectiveness equation is a complex and controversial question. It involves consideration not only of the sources of funds (public or private) but also of the mechanisms for their distribution (funding agencies, fees, vouchers, etc.); not only the trade-off between quantity and quality of higher education but also the nature and definition of quality itself in this context. We must never forget that existing arrangements produce existing results. If we want something different (wider access, more enabling courses, for example), we must be prepared to change the system. (p. 3)

Where this kind of ideological shift exists, various efficiency-enhancing strategies such as zero-based budgeting and system rationalization, are common. In this circumstance, a sudden reversal in the economic situation may not result in any increase in the educational allocation.

Through the data gathered and analyzed, it could not be concluded that the budget constraints and the various government's efforts to diversify funding sources of the post-secondary system of Alberta were strictly based on any clear ideology. Several reasons may be advanced for this conclusion. First, there was little or no evidence to suggest that any intellectual ideology (neo-conservatism or otherwise) actually existed to guide the funding procedure of the government. Second, the evidence suggested that the government of Alberta was, in itself, responding to economic pressure in a reactive rather than responding in a proactive way. However, it was observed that both the general public (the segment that was aware of the situation in post-secondary institutions in Alberta) and the government did not consider that the post-secondary educational system was in any serious budgetary crisis which would require immediate attention. The reasons for this may be attributed to a lack of understanding of the "financial predicament" of these institutions and a cynical and detached attitude of the tax-payers.

Consequently, administrators of some of the post-secondary institutions may be experiencing problems in convincing the government and the public that their budget problems actually existed. For example, in an effort to articulate the seriousness of the financial problem existing in one post-secondary institution in the province, the president of the institution remarked through the media that his institution had no serious financial problem when its students demonstrated for increase of grants about two decades ago. He further stated that now was the time his institution could be said to be in a serious budgetary crisis. Some of the respondents reacted to this statement by questioning the credibility of the post-secondary institutions. One of the respondents observed that incessant complaints, especially through the media, could be counter-productive because it could condition the listeners and make them insensitive, indifferent, and apathetic to the message being communicated.

Nevertheless, of the three kinds of ideological shift identified above, a relative change in the perceived educational input-output relationship seems the most likely description of the situation in Alberta. Although, this direction may seem obvious from the statements of the Department of Advanced Education as contained in several documents, a careful scrutiny of these statements reveals mixed messages. However, the following extracts from the Department's documents suggest what several respondents described as the "notion that our post-secondary system is a fat-cat which needs to be slimmed down:"

> In the past few years, Alberta's changing fiscal climate has required government to reduce its funding for new initiatives. This has placed increased responsibility upon post-secondary institutions to find creative ways to fund new and/or updated programs so that the currency of curricula is maintained at a level appropriate to societal needs. . . .
>
> Concurrently, government has expressed its intention to rationalize the system, that is, to ensure that unnecessary duplication is minimized, that program gaps are addressed, that the benefits of specialization are realized, and that ways be found to facilitate the ongoing renewal of each institution's core programs of study. In this environment, both efficiency and effectiveness are important criteria (Guidelines for System Development, 1989, p. 1).

In fulfilling its mission from 1989 to the year 2000, the Department of Advanced Education intends to

> advocate for post-secondary education and enhance accountability for the use of public funds.

> develop a framework which will encourage and support a reduced reliance on provincial government revenues (Goals and Priorities: Post-Secondary Education 1989 to the year 2000, 1989, pp. 1-2).

Other extracts which suggest a direction that the government is taking or intends to take with respect to the post-secondary system and which also suggest that this may not be a temporary measure include:

> Budgetary restraints are expected to continue for the foreseeable future. The system will be challenged to find innovative, cost-effective means to maintain quality and access.
>
> There is growing pressure on university education to meet the changing expectations of the student, the marketplace and society. These expectations include: the increased use of high technology at the workplace, the need for graduates who have well-developed critical thinking, communication and problem solving skills, the changing profiles of the workplace and society, and the need to compete effectively in the international marketplace. (Responding to Existing and Emerging Demands for University Education: A Policy Framework, 1990, pp. 6-8).

Consequently, many of those interviewed for this study did not believe that the government of Alberta would resume the type of funding which characterized the early 1970s, even if a sudden economic upturn developed.

Concerns about the resource-environment of the post-secondary system existed in Alberta. The aspects of the resource-environment that were of concern to the administrators of post-secondary institutions in the province are similar to those found in the literature on higher education. These aspects include growing financial constraint (Jenish, 1989, p.55), declining resources (Zemky & Odel, 1983, p.ix), growing government intervention, either by acting or by not acting as expected by the administrators of post-secondary institutions (Decore & Pannu, 1989), and increasing competition in the resource-environment of these institutions (Cooper, 1980).

This study showed that competition for resources existed in the post-secondary educational system of Alberta. Competition was however keener for resources perceived by the administrators of post-secondary institutions to be of great concern to the institutions. The resources of great concern include funds from both corporations and the general public, institutional recognition, and high quality students. Many writers on educational marketing such as Kotler and Fox (1985), Litten, Sullivan, and Brodigan (1983), and Rados (1981) pointed out that competition exists in post-secondary educational systems of North America. Rowse and Wing (1982) suggested that even in a seemingly regulated society, unconscious competition exists among post-secondary institutions. These authors indicated that the realization of the existence of competition is an important step towards the adoption of appropriate management techniques that would ensure institutional survival and growth.

The post-secondary institutions in Alberta have responded as is common with educational institutions experiencing resource restraint. Many strategies have been examined and many more are being examined by these institutions with the intention to either enhance cost-efficiency, generate funds to replace lost government grants, or simply cope with these hard times. Many of the post-secondary educational institutions in the province tended to be reactive rather than proactive in dealing with budget constraints. This type of approach to budget constraints suggested that the administrators of post-secondary educational institutions really did not believe that the financial conditions of their institutions were ideologically based. Where administrators believed that a permanent change in funding ideology had truly occurred, a more proactive resource-attraction strategy may be adopted.

Although, post-secondary institutions in Alberta were increasing their efforts in the area of fund-raising, these efforts still compared poorly to those found in the U.S. Part of the problem is that in the U.S. people have a history of supporting higher education and they do not in Canada. A second point is at a time when Alberta would like charitable giving to increase, the Federal government has changed income tax regulations so donations no longer receive 100 per cent tax credit. In addition, competition for donations was increasing generally and it is now becoming apparent in the post-secondary education system of Alberta.

Conclusions on Resource-environment

The resource-environment of post-secondary educational system of Alberta has changed. The trends in the immediate and remote environment suggested that this system will continue to change throughout this decade. To continue to manage the post-secondary institutions as if nothing has changed and without due recognition of the type of changes taking place would be catastrophic for the post-secondary system of the province.

Marketing Practices in Alberta Post-Secondary Institutions

This section is presented bearing in mind the marketing indicators identified in the conceptual framework. Both the findings presented above and a further re-examination of the documents collected from these institutions were useful in arriving at a conclusion or conclusions.

With respect to the extent to which the awareness of the application of marketing to educational institutions existed in the province, most of the administrators in the system had either attended a conference on this topic or had read about it in current literature. Generally, the awareness that marketing was being used in post-secondary institutions, especially in the United States, existed in the province. Many respondents stated that they knew marketing was different from selling, but this knowledge was only at a conceptual level and very few admitted that they knew what the difference meant exactly. Therefore, the knowledge of what marketing was and its implications for post-secondary administration were found to be generally low in Alberta.

Where administrators perceive marketing as mere strategies to attract desired resources, promotional tactics are often found attractive. Consequently, marketing is seen as synonymous with promotion. Goldehn (1990) studied 791 colleges and universities in the U.S. and concluded that "it seems that institutions tend to utilize the most "visible" techniques, such as publicity and advertising, neglecting less visible but more effective strategic techniques, such as marketing positioning and the use of a marketing plan" (p. 25). Walle (1990) commented that this kind of practice "is tragic since marketing, at its best, is a broad strategic function–not a circumscribed ad hoc activity such as promotion in a void of other responsibilities" (p. 3). Nevertheless, many of the respondents in Alberta did not express negative feelings about the adoption of marketing, although some of them still wondered if there would be any net benefits to the system as a whole.

In addition, judging from the feasible selling/promotion activities, many respondents generalized that these activities were either growing or were already common in the system. These feasible selling activities included the preparation of glossy brochures, multi-color calender and view books, and the establishment of aggressive recruiting teams. While these activities were found to be growing in number and in sophistication, there was little evidence to suggest that any of the institutions examined had adopted marketing as an institutional planning process or as an institutional philosophy. The closest to this type of planning process was found in the institute sector.

To adopt a comprehensive marketing plan in educational institutions requires that these institutions be relatively free to act and react, in a proactive manner, to the environmental forces. Generally, the ability of post-secondary institutions to do this was not found to be high in the province. With the exception of the private sector institutions, the post-secondary institutions in the province had limited freedom to develop, implement, or cancel credit programs and they were also restricted in determining the tuition fees for these programs. Only in the area of non-credit programs did these institutions have freedom, but these programs did not qualify for government grants. Continuing education which housed non-credit programs was found to be common in these institutions, because this program generated funds and because these institutions were more able to be flexible and responsive in their programming.

Since most of the government grants were allocated for specific activities, financial constraint was perceived as the major limiting factor. The second limiting factor found in the system was the Department of Advanced Education policy. The effect of the government to restructure or rationalize the system was seen not only as an interference but also as a restriction.

The level of responsiveness indicated by the respondents showed clearly that a comprehensive marketing model of operations was generally yet to be adopted. This point is supported by the fact that students' contributions even to accommodation and recreational matters were not found to be high in these institutions. However, many of the institutions had a student representative on many of the committees that made decisions on these matters. Nevertheless, to the extent that these student representatives are aware of the needs of their constituencies, the views of their constituencies would be presented to the decision-makers.

The literature of marketing of higher education suggests that faculty members often cause difficulties in institutions that have adopted marketing practices. Since the adoption of marketing strategies was in the early stage in Alberta, the difficulties currently experienced–the initial reactions–were found to come more from the administrators. Faculty members are more likely to resist at the implementation stage rather than at the adoption stage unless adequate involvement had been generated from the beginning of the process. Hayes (1990, p.179) advised that to build a strong marketing-oriented culture in a post-secondary institution, one needs to assess the present culture, identify both formal and informal sources of influence, which include administrators and faculty, and lay a foundation for a long term commitment. There was little or no evidence to suggest that the post-secondary institutions studied in this research had embarked upon the building of a strong marketing-oriented culture.

Another indicator to show if post-secondary institutions have adopted marketing practices is whether they engage in marketing research and whether their administrative decisions are based on the results of this type of study. As indicated in the literature of educational marketing, almost all post-secondary institutions today have offices charged with institutional research activities. In many places, these offices only compile statistics on the profile of the students. Few systematic marketing studies were found which include the determination of program needs, delivery needs, and satisfaction levels. Research into what other competitors are doing, in terms of program need-identification and resource-attraction which could serve as basis for positioning, was lacking in the post-secondary education system.

Even in the institute sector where marketing offices had been established, the involvement of these offices in market research was found to be minimal. Compared to the U.S. where, according to Goldgehn (1990), about 71% percent of 791 administrators of post-secondary institutions reported that they use market research, very few institutions in Alberta were found to be engaging in this activity. Goldgehn remarked that "market research is crucial in order to evaluate and plan the entire marketing process and it is important for the effective planning and implementation of the marketing mix. Without research, the optimal decisions concerning product, price, promotion and place will not be reached" (p. 19).

In a completely marketing-oriented institution, resource-allocation would be market-led but this cannot be said to be so with the post-secondary institutions in Alberta. In some institutions, there were complaints that marketing activities were taking away the limited resources without having much to show for it. In the absence of a marketing plan based on valid marketing research, accurate segmentation and targeting, and detailed cost-accounting procedures, it would be difficult to evaluate the benefits from marketing activities. The allocation of resources to the selected marketing activities in the post-secondary institutions investigated were found to be sporadic and reactionary rather than being part of an overall proactive strategy.

The system approach to marketing requires that the four Ps (product or program, promotion, pricing, and place or delivery) be integrated and jointly planned. There was little evidence to indicate that any special coordination of these activities was taking place in the post-secondary institutions studied. Unless efforts to enhance the efficiency and effectiveness of these institutions can be identified and rewarded by the Department of Advanced Education, there would be little or no incentive for these activities to be integrated and jointly carried out. Also, unless programs are designed for the purpose of earning revenue, there would be little or no reason for the integration of price to program development. Therefore, only the cost-recovery programs will benefit from this kind of integration.

In terms of institutional structure, the literature of educational marketing suggests that changes in the institution, which would reflect marketing thinking, were important (Campbell, 1978; Doyle & Newbould, 1986; Kotler & Andreasen, 1987). In the process of adopting a marketing approach, institutions seem to pass through several stages:

- first, based on the knowledge of one or more of the existing staff, institutions sporadically engage in feasible marketing activities which include advertising, printing of glossy brochures, etc.–efforts depend on "extra" funds available at any given time;
- second, recognizing the need to do something, administrators of the institutions call in external marketing consultants;

- third, the leaders of these institutions set up marketing committees;
- fourth, they establish offices of marketing;
- fifth, they give marketing thrust an overall institutional backing.

Appendix J contains a document obtained from one of the private colleges. The document illustrates the effort of an individual who was trying to initiate some marketing efforts in his institution. In another private college, an individual who was not a senior administrator drafted a marketing plan on her own volition for the college. According to this individual, since she was not given the mandate to draft a marketing plan, she could only hope the senior administrator would read it.

Overall, it can be concluded that the institutions investigated in this study were generally in the second stage. While institutes of technology were found to be at the fourth stage, the private institutions were still at the first stage. Although the institutes have marketing offices, the benefits of marketing would be limited because these offices were yet to integrate marketing research with their institutional research and marketing philosophy was yet to be embrased by all the key decision makers. These institutes were also yet to give their marketing efforts the overall institutional thrust. Consequently, it cannot be said that these institutions have reached a stage where both their administrative and academic activities were marketing-oriented. The establishment of marketing committees was common with the public college sector. In the U.S., 45% of the institutions studied had marketing committes established (see Goldgehn, 1990). The goals and plans set for these committees were consistent with the recommendations provided by writers on educational marketing. However, many members of these committees did not agree among themselves with respect to the importance of marketing and its usefulness to their institutions. While some saw it as an extra workload, other members felt they did not have the knowledge base to be effective in the committee. Where marketing was limited to activities to attract students because it was housed under the director of student services or admissions and where enrollment decline was not significant, many committee members commented that the recommendations of the committee were not crucial to their institutions.

Although, the private sector institutions exhibited greater concern about the resource-environment, this sector did not show any evidence of restructuring which incorporated marketing thoughts. The literature of educational marketing suggests that private institutions are leaders in marketing efforts especially in the U.S. This was not true in post-secondary educational system of Alberta. Many reasons can be advanced for the low marketing thrust in the private sector. First, it was obvious that these institutions did not have the resources to compete effectively with the government-funded institutions. Second, since the private institutions were religiously based, their traditional markets may be relatively more secure than the public institutions. Third, the competition in Alberta post-secondary system was not so much for students as it was for dollars and recognition. Fourth, marketing strategies as they exist in educational institutions may not be effective or even necessary with Christian publics who contribute tithes toward Christian education. Fifth, the knowledge of marketing and its relevance to the needs of colleges (private colleges in particular) and the knowledge of the changing environment may not be as high with the administrators of this sector as it is with the administrators of other sectors. Since a large proportion of the respondents from the private sector were found to be undecided about the adoption of marketing, the level of awareness may not be there.

Contrary to the scenarios found in the United States and Britain, the need to adopt marketing in Alberta was not precipitated by the natural competitive environment in the post-secondary education system or by the declining enrollment or by the attempt from the government to impose market values on the system, but by the desire to attract funds. A comprehensive effort by these institutions to attract funds include increasing the general public's understanding of the role of post-secondary institutions, and closer ties with the alumni members. Consequently, many post-secondary administrators expected the adoption of marketing to have an impact on these areas alone. For example, The Report of the Task Force on Public Relations (1990), instituted by the Senate of the University of Alberta, recommended "that the University develop a planning process for public relations, incorporating a marketing approach which recognizes the needs and wants of different publics" (p. 26). However, this report did not elaborate on what a marketing approach entails and what the implications would be for admissions, development, and academic programming.

Although the majority of the administrators interviewed for this study would personally advocate the adoption of marketing, many of them noted that they did not understand the full implications of the adoption of marketing philosophy and practices. Based upon this limited knowledge of what marketing might bring to their institutions, the study respondents generally had a positive attitude towards a greater application of marketing. Consequently, there was a high prediction that marketing would be adopted by more institutions in the near future. The statement of Kriegbaum (1981) is therefore supported that good marketing would eventually drive out bad marketing and non-marketing.

Conclusions on Marketing Practices

Many of what are considered "selling activities" were already being undertaken by post-secondary institutions in the province. Until recently, these activities had been generally low-keyed. However, increased activities, for example, promotion and fund-raising activities, have been noticed in the past five years. Judging from the trends in the environment of the post-secondary system of Alberta, it can be predicted that these activities will continue to grow in number and in importance.

Changes in Alberta's post-secondary system, which reflect increased competition and increased attention to a marketing approach, were occurring although at a slow pace. These changes include an increased level of awareness, use of marketing terms, number of resources-attraction offices, and attention given to the relevant publics. In spite of these changes, however, these institutions still operate under a production/selling model. Achieving greater efficiency and offering the best services, from the faculty and the administrators' points of view, still characterize the operations of these institutions.

Sectoral differences in marketing efforts were observed in the post-secondary system of Alberta. Leadership in a marketing initiative was clearly exhibited by the institute sector, followed by the public college sector, and the least in terms of marketing initiative was found to be the private college sector.

Generally, a positive attitude existed with respect to the adoption of strategies that will ensure institutional survival and increase institutional effectiveness and efficiency–a condition which is expected to enhance the adoption of a marketing approach by Alberta's post-secondary institutions. Therefore, in the near future marketing activities in the post-secondary education system of Alberta will probably grow in number and in importance.

Advantages and Disadvantages of Marketing Practices

The few administrators who were conversant with the literature on educational marketing quickly pointed out the advantages of marketing. Whereas the awareness of the possible advantages of marketing was found with some study respondents, the extent to which their institutions would benefit from marketing was uncertain. The fact that marketing was not perceived to greatly enhance student-oriented services indicated that a gap existed in the understanding of many administrators interviewed. A similar finding was observed by Goldgehn (1990) who stated that "[marketing] is not commonly seen as a way to increase student satisfaction and to lower attrition" (p. 25). The literature of educational marketing suggest that a very important reason for the adoption of marketing by educational institutions is the move towards client or student-oriented services. As suggested by Berkowitz, Kerin, and Rudelius (1986), an organization that adopts marketing philosophy is one that bases its operations on the needs and convenience of its clients. To this effect, the management of the organization depends on a continuous flow of information from its clients or consumers.

Some of those who expressed concerns about the adoption of marketing also acknowledged that their knowledge of this field was limited. However, the possibility of "over-marketing" was of concern to some. When marketing is viewed as selling, the term "over-marketing" implies aggressive persuasion, which as the literature suggests, is a primitive approach to marketing. Some considered that increased student enrollment may become the objective of higher education at the expense of quality education. When marketing is viewed as a strategy for attracting students and not as an institutional planning process or philosophy, this danger exists. Ball (1989) expressed that

> in any event, informed student demand is probably a better guide than the wisdom of planners or the manpower forecasts of governments or employers. In future, good courses will have to satisfy three criteria: they must be *attractive* to prospective students, *rigorous* in the judgement of those responsible for teaching and *enabling*. Good courses enable students to achieve their objectives in life and work. The judgetment of the 'enabling quality' of a course will be shared between teachers, students, and employers. (p. 2)

It was repeatedly observed that there was no enrollment decline in the system, therefore, funds spent to recruit students may be viewed suspiciously in many institutions. Several administrators expressed the possibility of unethical practices. The area of marketing susceptible to unethical practices includes using dubious promotional tactics to lure students to an institution and giving false information to achieve one's goal. Unethical practices in educational marketing are discussed in the literature on educational marketing. The evolutionary trend of marketing development shows that unethical practices are common at the early stage of development but as the marketing technique becomes more sophisticated and consumers become better informed, unethical practices become very counter-productive. Ways to reduce unethical practices include the provision of a code of conduct by the government for all the educational institutions in the system and the development of guidelines and regulations by the association of post-secondary institutions.

As found in the literature, for example, Knight and Johnson (1981) there were those who still hold that "marketing" had negative connotations–a term that should have no place in education. Others felt that although marketing had a negative connotation, the principles and strategies could be used without attributing them to the term "marketing." One of the top-level administrators in the system remarked that since he took over his office, his institution had made tremendous progress–a progress he attributed to his knowledge of marketing management. However, he pointed out that his efforts and initiatives would certainly have met with less success if he had expressed that his thoughts and actions stemmed from his marketing background. Hayes (1990) advised that "one way of making marketing more palatable is to use terms that seem less threatening. One example might be calling marketing 'institutional advancement'" (p. 178). In a conservative province such as Alberta, the advice of Hayes might be appropriate.

Conclusions on Advantages and Disadvantages of Marketing

Some of the administrators of post-secondary institutions in Alberta were well aware of the advantages and disadvantages associated with the adoption of marketing. However, the opinions expressed about this adoption were found to be inconsistent in some areas. This can be attributed to the limited knowledge about the operations of marketing (which was still in a rudimentary stage in Alberta) in the post-secondary institutions. Given the positive attitude to the adoption of marketing found in this study, it can be concluded that over time there will be greater adoption of marketing in Alberta post-secondary education system.

Constraints on Marketing Practices in Alberta Post-Secondary Institutions

The major issue in the adoption of marketing by post-secondary institutions in Alberta was found to be funding. The declining financial resources limited the extent to which funds were available for sophisticated marketing activities even if the administrators understood what marketing was all about. This problem was further underscored by the fact that many administrators were yet to perceive the funds expended on marketing as investments. Again, as long as the returns of such investment remain difficult to quantify, criticism of marketing budgetary allocation would continue to be heard in the post-secondary institutions.

With respect to staffing needs, the literature on educational marketing (e.g., Doyle and Newbould, 1986) suggests the need to train those who are skilled in marketing as well as in educational administration. As of the time of writing, only a very few institutions in the United States have incorporated training in educational public relations, admissions, fund-raising, and marketing into their educational administration curriculum. No such provision existed in Canada. In the absence of formal training, therefore, securing qualified personnel will continue to be a constraint.

In many instances, respondents referred to "the government" when they clearly implied the Department of Advanced Education. When the government or politicians' policy was separated from the coordinating policy of the Department of Advanced Education, the latter was perceived as more restrictive on marketing activities. The perceived undesirability of marketing was also perceived to constitute some restrictions. Without a favorable attitude based on adequate and accurate understanding of what marketing is, the adoption of marketing by post-secondary institutions would be restricted.

Conclusions on Constraints on Marketing Practices

Several constraints on marketing activities were found to exist in the system of post-secondary education system in Alberta. These constraints include funding, personnel, and coordination of the system by the Department of Advanced Education. Perhaps the most important constraint was the lack of research studies and Canadian-context publications on the use of marketing by the Canadian post-secondary institutions.

Institutional Variables and Their Influence on Marketing

Since the majority of the small institutions were private colleges, it was no surprise that the small institutions were more concerned about inadequate government grants. The task of getting the government to increase its allocation to these institutions has been and continues to be of high priority to the administrators of these institutions.

The bigger institutions were more concerned with inflation because of the impact of inflation on their budgets. The bigger the budget, the more the concern because of the absolute number of dollars involved. Also, the big institutions in the province seemed to feel the impact of declining resources more than the small institutions.

The literature on educational marketing advocates the adoption of marketing especially by small institutions (e.g., Grabowski, 1981, p.2). The results of this study indicate that this would only be true if the primary objective of marketing efforts was to attract more students. In the case of Alberta post-secondary education where there was no enrollment decline, the task was to attracting funds and the bigger the institution the greater the need to adopt marketing for this purpose. The reasons for this include the fact that the larger institutions had wider, more dispersed, and more diversed audiences. Therefore, the bigger institutions within the system were more likely to adopt marketing practices than the smaller institutions.

The literature also suggests that rural institutions would increase their marketing efforts because of their limited population base. These institutions were also expected to be more concerned about a decline in the resource-environment. However, it was observed in the study that the amount of marketing efforts made by an institution depends largely on the perceived level of competition. Since the urban institutions seemed to perceive greater competition than did the rural institutions, the urban institutions indicated more need to adopt marketing. In this study, intra-sectoral competition was found to be greater than competition among all the institutions in the post-secondary system of Alberta. The competition was more in the areas of attracting funds and recognition than in the area of attracting students. In spite of this intra-sectoral competition however, the closer that institutions are located geographically, the greater the level of competition among these institutions. In three major urban cities of Alberta, there were at least two post-secondary institutions. Therefore, urban institutions in Alberta were more likely to perceive a higher level of competition and more likely to adopt a marketing strategy more than the rural institutions.

The older institutions also indicated more concern with the resource-environment and perceived a greater need to adopt marketing to meet their needs. Since the older institutions were likely to be larger public institutions, this finding was consistent with the finding provided under the size of institutions. The older institutions are more likely to be concerned with the establishment of new institutions and with the growth of the younger ones because, within a given pool of resources, the growth of new and younger institutions reduces the resources available for the older institutions. This competition for resources will continue as long as the Alberta government restricts its grants to post-secondary education.

The small institutions have been noted in the literature (e.g., Grabowski, 1981) on educational marketing to benefit from the adoption of marketing because of the flexibility of their structures. The bigger an institution, the more decentralized it tends to be and the more difficult it is to coordinate marketing activities. Although the large, urban, and older institutions in Alberta were more likely to adopt specific marketing tactics, these institutions, with the exception of institutes of technology, were not likely to go beyond these sporadic applications of marketing to attract vital resources.

General Implications

As mentioned earlier, marketing of post-secondary institutions in Alberta presents a different scenario from that of the United States, Britain, or Australia. First, the competitive environment that characterizes the scene in the United States is limited in Canada. Second, the type of drastic measures taken by the Thatcher government to inject market values into the post-secondary system of Britain has not taken place in Alberta, Canada. Third, the enrollment decline experienced in these other countries has not occurred in Canada.

However, all the post-secondary systems in Canada have been experiencing budget constraints. While in many places financial constraint was perceived as a result of the global restrained economy, in other places it is viewed as a dwindling political support. Post-secondary institutions in the United States, Britain, Australia, and Canada by degrees are adopting marketing principles and strategies to meet their various needs.

Although the Gulf Crisis has temporarily boosted the price of oil (the major source of revenue for Alberta), the general economic condition of Canada is currently in a state of rolling recession. Consequently, it is prudent to expect that the budget constraints faced by the post-secondary institutions will not reverse themselves in the near future. Therefore, these institutions will continue to look at cost-saving and revenue-generating management techniques. Other institutions will find resource-attraction techniques as complementary steps not only to survive the period of constraint but also to grow. At the initial stage, the adoption of a comprehensive marketing technique may be resisted on the grounds of lack of money.

The post-secondary institutions that are yet to adopt marketing may do so, perhaps under different names. Those that have marketing committees may move a step further by identifying offices to coordinate marketing activities and reduce reliance on external marketing consultants. Institutional research offices may be restructured to monitor the environment and the performance of their institutions in attracting resources. All these changes imply that administrators required to manage the affairs of post-secondary institutions will be expected to have some marketing experience. Academic qualifications, especially post-doctoral research works, may diminish as a sole criterion for some administrative positions in the post-secondary institutions. Competent individuals with solid marketing backgrounds, individuals who understand the business of education may prove more valuable for various positions such as development, faculty deans, admissions, public relations, alumni affairs, and academic offices.

In a pluralistic and democratic society, a monolithic post-secondary system is rare. As Alberta grows in population and diversity, the post-secondary system will probably become more complex and diverse. Institutions will need to maintain their market shares, and may do this by adopting segmentation and targeting techniques. Superior services based on client-oriented administration should prove to be valuable assets to institutions that adopt effective marketing techniques. The administrators of the post-secondary institutions in Alberta may probably realize that there is no substitute for valid knowledge of the relevant publics, responsive administration, performance monitoring, client-oriented faculty, quality products, conducive institutional climate, effective communication, coordinated resource-attraction activities, unified image presentations, and other benefits that result from the effective application of a coordinated marketing program.

Recommendations

The following recommendations are put forward on the basis of the findings and the subsequent discussions. These recommendations are limited to the general theme of the study, therefore, only limited specific recommendations to the sectors or to any of the categories (small, large, younger, older, etc.) are included.

Knowledge of Marketing

The administrators of post-secondary institutions in Alberta should take seriously the comment of Kriegbaum (1981) that good marketing will drive out bad marketing and non- marketing practices. It appears the system is just witnessing the beginning of marketing in post-secondary institutions. Educational administrators should broaden their knowledge base in terms of the application of marketing. To this end, conferences and journals should be sponsored to discuss Canadian experience. Most of the current materials available are foreign and cannot be expected to fully convey the happenings in Canada.

Institutional Planning

In a fast-changing environment, institutions must be structured to be able to adjust appropriately. While there are merits in a long-range planning, changing environment requires that institutional planning be flexible enough to adjust appropriately to unforeseeable changes. Post-secondary institutions in the province will profit greatly from having a monitoring device in place to evaluate constantly the changes in the environment.

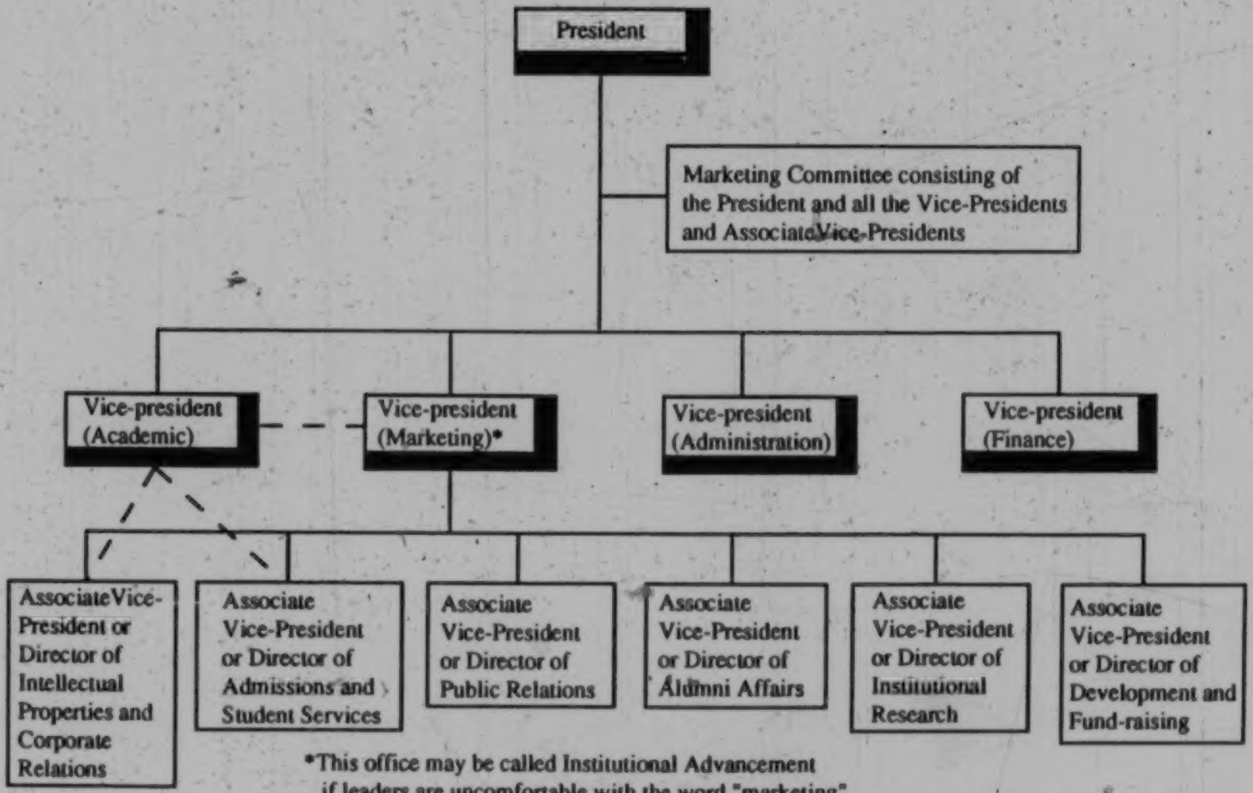
Resource-attraction Coordination

Comprehensive marketing planning requires that resource-attraction activities be coordinated and integrated to provide a united front to the various constituencies of an institution. Therefore, public relations, admissions, fund-raising and development, and institutional research offices have more in common than the present structures in post-secondary institutions suggest. Presently, it is a common experience to find, in some institutions, the public relations office working almost against the fund-raising office. It is recommended that these offices be coordinated and where possible integrated to provide a unified approach. Figure 9.1. provides a suggested structure for any post-secondary institution that intends to realize optimum benefits from its adoption of marketing.

Although a marketing office exists in the recommended institutional structure, the establishment of a marketing committee which consists of the president and all the vice and associate vice-presidents should enhance the effectiveness of institutional marketing efforts. The integration of all the resource-attraction offices with the marketing office will ensure better coordination and communication between these offices. Figure 9.1. suggests that a functional relationship exists between the marketing office and the academic office. In an institute of technology or a community college where it is somewhat easier to develop courses to meet tangible, specific community needs, the relationship between these two offices becomes a very crucial one.

Marketing Strategies

Although the Department of Advanced Education often tries to harmonize the post-secondary institutions in the system by determining their mandates, the ultimate


President
Marketing Committee consisting of the President and all the Vice-Presidents and Associate Vice-Presidents
Vice-president (Academic)
Vice-president (Marketing)*
Vice-president (Administration)
Vice-president (Finance)
Associate Vice-President or Director of Intellectual Properties and Corporate Relations
Associate Vice-President or Director of Admissions and Student Services
Associate Vice-President or Director of Public Relations
Associate Vice-President or Director of Alumni Affairs
Associate Vice-President or Director of Institutional Research
Associate Vice-President or Director of Development and Fund-raising

*This office may be called Institutional Advancement if leaders are uncomfortable with the word "marketing"

— — · This line indicates functional relationships for the purposes of need identification and academic program development.

Figure 9.1. Recommended Institutional Structure Which Incorporate the Marketing Function

positioning of these institutions depends on the administrators of these institutions. The more institutions are closer to the demand and expectations of their constituencies, the better their chances to survive and grow. The administrators of these institutions should therefore define their constituencies, study the needs of these constituencies and the extent to which their institutions are currently meeting these needs, and restructure to better meet the needs of their constituencies. This exercise will enhance institutional positioning strategy.

Post-secondary institutions in the province would greatly enhance their productivity by adopting effective segmentation and targeting. These strategies would go a long way to reduce waste, duplication, and general inefficiencies. Other strategies that have proved useful to other institutions include a comprehensive marketing plan, marketing audit, and marketing research.

Government Policy

Many of the respondents indicated their concern about the lack of a well-articulated provincial government direction for post-secondary education in Alberta. Others expressed their concern about several conflicting messages emanating from government policies. Since it is a very difficult task to plan effectively without a clear direction, the government should articulate its ideological direction for the administrators of post-secondary institutions. Efforts should be made to examine the existing policies with the aim of identifying and eliminating inconsistencies and conflicts. If post-secondary institutions, especially universities, are to be more productive in their planning, efforts must be made by the government to reduce budgetary uncertainties that presently plaque many of these institutions. For example, a three to five-year budgetary plan would enable these institutions to implement a more reasonable and productive long term plan.

Private College Sector

There is overwhelming evidence in the literature on higher education suggesting that the sector to gain the largest benefits from marketing are private colleges, but this was not yet true with respect to the private colleges in Alberta. The administrators of these institutions should take concrete steps to put in place structures that would enable them to compete effectively. The administrators of these colleges should develop marketing strategies to consolidate their market share. It is doubtful if these institutions can continue to retain their ideological stance while they continue to pressure the Alberta government for increased grants rather than develop an effective marketing plans.

Establishment of Marketing Committees

Marketing advisory committees may be all that some institutions need at the initial stage of the adoption of marketing. However, many problems exist with advisory committees. First, a marketing committee often lacks the resources and authority to effect its recommendations. Second, it is often difficult to reach a consensus among the key players. Those institutions contemplating adopting marketing may start with the establishment of marketing advisory committee. Those with such committees should ensure that members fully understand what marketing of higher education entails. The establishment of a marketing committee should not be seen as the final step of adoption but rather one of the initial steps.

Use of Marketing Consultants

The use of external marketing consultants has several advantages to post-secondary institutions. External marketing consultants could provide outsiders' views about several aspects of institution's operations. An outsider may find it easier to be more objective in approaching issues of financial constraints and resource attraction. The use of external consultants is also a quick way of dealing with administrative problem, especially when an institution lacks relevant competent personnel. The use of marketing consultants are encouraged for post-secondary institutions in Alberta. However, efforts should be made to ensure that these consultants are those who are familiar with the post-secondary educational affairs in Alberta and Canada in general.

Establishment of a Marketing Office

Institutions would benefit most if there is a marketing office established within the institutional structure. This office, among other things, should determine what is required of external marketing consultants. Since these consultants are business firms, they would more likely carry out only the task they are paid. An internal marketing office would ensure that only the tasks that can be effectively implemented based on those that have already been implemented are assigned to these consultants.

Differential Application of Marketing

Differences in the mandates and operations of post-secondary institutions do not and can not allow for a uniform application of marketing to these institutions. The mandate of community colleges and their operations are very different from those of universities. While it is relatively easy for a community college to scan its immediate community, develop programs to meet the needs of this community, and embark on activities to promote the programs, the operation of a university is not so linear because of the larger and wider communities and the more complex needs of these communities that a university is traditionally involved with. Consequently, decisions are more diffused in a university, with different units, departments, and faculties constantly making important decisions which have implications for the whole university.

Therefore, in view of these differences, the purpose and method of marketing in each of these sectors should be decided differently. For example, multiple marketing plans to cover different units may be more appropriate for a university rather than a unified marketing plan which may be more appropriate for a community college. Also, the purpose of marketing in a university such as the University of Alberta may be restricted to image-making, fund-raising and development, and highly qualified faculty-attraction, while this purpose may be expanded to include the developing of marketable apprenticeship programs in both the community college and institute sectors.

Academic Department of Educational Administration

If the field of educational administration is to enhance its professionalism, the planners must be sensitive to the needs of the educational institutions and must be able to develop relevant and pragmatic curricula to train educational personnel. Where the field of educational administration is broadened to include post-secondary education, the planners must be sensitive to the needs and demands of the post-secondary institutions. Presently, there are many professional careers in the post-secondary institutions that lack specific and systematized academic training. For example, the curriculum of educational administration, as it stands in many institutions today, lacks practical preparation for the following offices: admissions, fund-raising and development, registry, and public relations. This opinion was emphasized by Boning (1982) who commented that "anyone who is aware of the complexity of university administration will admit that the available training cannot cover the special features of academic administration" (p. 5). The lack of academic preparation for these positions is a shortcoming on the part of the field of educational administration. Planners of the curriculum of educational administration should study the needs in these areas with the view of putting training programs together to meet the current needs of post-secondary administrators. Resource-attraction skills should be given attention in the curriculum of educational administration.

Suggestions for Further Study

Marketing of post-secondary institutions is an emerging area of study. Consequently, there are many areas of research opportunities for those interested in resource-attraction and post-secondary administration in general. This study concluded that marketing practices do exist in the post-secondary education system in the province, although, marketing practices exist more at the institutes and the public colleges than in the other sectors. However, assessment of the extent to which these institutions are effective or successful in their marketing practices was outside the scope of this study. Therefore, a follow-up study to determine what is effective and how effective in different institutions could be conducted. The study of Goldgehn (1990) examined the use and effectiveness of marketing techniques in the U.S. This study could be used as a basis for further study on the effectiveness of various marketing strategies in use in Alberta.

The study of marketing in a post-secondary institution can have many directions. Some of these directions include the effects of marketing on the quality of education, the effects of marketing on image, funds, recognition, and attraction of students, the influence of marketing on institutional internal politics, the cost-benefit analysis of marketing application in education, and the effects of marketing on provincial-wide post-secondary system. To increase the knowledge of marketing in post-secondary education, further studies in these areas should be conducted.

Since this study was first of its kind in the province, an attempt was made to interview as many administrators as were identified by the president of each institution. Consequently, 100 administrators were interviewed for this study. Future studies could concentrate on smaller numbers of respondents, and case studies of individual institutions that have adopted some kind of marketing could be carried out. Limiting the number of respondents and institutions will enable researchers to gain a greater in-depth knowledge of marketing practices in post-secondary education and help to evaluate the effects of marketing activities.

The literature of higher education suggests that educational funding is a function of the political and economic situations in any given state. The effects of the political and economic conditions on post-secondary education funding in Alberta should continue to be studied. The identification of variables that affect the funding attitude of the government and the political support from the general public could be the central foci of some future studies.

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APPENDIX A

Table A.1

Mean Scores for Variables Related to Environmental Concerns, Level of Competition, and Need for Marketing for Institutions Classified by Location, Age, and Size

Variables	Urban n=60						Rural n=33					
	Younger n=35			Older n=25			Younger n=13			Older n=20		
	*L n=7	M n=24	S n=4	L n=20	M n=5	S n=0	L n=0	M n=13	S n=0	L n=0	M n=7	S n=13
Environmental Concerns:												
Inadequate government grants	3.9	4.5	4.5	4.3	5.0			3.8			4.3	4.4
Inflation	3.7	3.6	2.8	4.1	3.8			3.6			3.9	3.3
Enrollment of high-quality students	2.7	4.1	3.8	4.5	3.6			3.0			3.7	4.4
Declining resources	4.3	4.5	3.8	4.6	4.6			3.6			4.3	4.3
Level of Competition for:												
High-quality students	3.3	4.0	3.5	3.9	3.8			2.8			3.4	4.2
Average students	3.0	3.4	2.8	3.1	2.8			2.8			4.2	3.2
Minority students	1.7	2.7	2.0	2.6	2.4			2.4			1.8	2.0
Disabled students	2.1	2.4	1.8	2.3	2.0			2.1			1.6	1.8
Donations from private citizens	4.0	3.8	3.8	4.0	4.6			3.7			3.9	3.7
Donations from corporations	4.0	4.0	4.3	4.3	4.6			4.2			4.1	4.2
Recognition as centers of excellence	3.9	3.9	4.3	4.2	4.2			4.1			3.1	3.9

*L=Large institutions (over 10,000); M=Medium institutions (1,000 to 10,000); S=Small institutions (less than 1,000).

Table A.1 (Contd.)

Variables	Urban n=60						Rural n=33					
	Younger n=35			Older n=25			Younger n=13			Older n=20		
	L n=7	M n=24	S n=4	L n=20	M n=5	S n=	L n=0	M n=13	S n=0	L n=0	M n=7	S n=13
Need to adopt marketing to attract:												
high-quality students	3.9	4.1	3.5	4.4	4.4			3.7			4.2	4.5
average students	3.6	3.6	3.0	3.6	3.6			3.1			4.3	3.8
funds from donors	4.4	4.4	3.8	4.7	4.8			4.2			4.3	4.2
desired recognition	4.3	4.4	3.5	4.6	4.2			4.3			4.1	4.1
Personally advocate the adoption of marketing by post-secondary institutions in Alberta	4.1	4.3	3.0	4.6	4.2			4.0			4.3	4.2

APPENDIX A.2

Table A.2

Cronbach's Within Items Reliability Coefficients

Question Number in the Interview Schedule	Topic Section	Number of Items Within Section	Alpha	Split Half
8	Environmental concerns	5	.72	.67
9	Competition	7	.69	.81
10	Institutional freedom	5	.39	.56
11	Limitations	5	.56	.54
12	Administrators' responsiveness	3	.62	.60
13	Students' inputs	5	.80	.83
14	Faculty's responsiveness	3	.39	.47
15	Institutional research	8	.83	.88
16	Financial resources	7	.72	.73

Table A.2

Cronbach's Within Items Reliability Coefficients Contd.

Question Number in the Interview Schedule	Topic Section	Number of Items Within Section	Alpha	Split Half
17	Program planning	4	.68	.67
18	Sources of constraints	5	.56	.72
19	Administrators' involvement	4	.69	.71
20	Faculty's involvement	3	.77	.83
22	Communication	5	.86	.84
23	Activities of growing importance	5	.67	.78
24	Coordination	3	.82	.60
27	Functions of marketing office	8	.79	.87
29	Benefits and problems of marketing	8	.92	.93
31	Activities needing the application of marketing	4	.77	.77

Appendix A.3

Table A6.5

Extent of Concern of Administrators With Selected Matters

Matters	Public institutions		Private institutions	
	Mean	SD	Mean	SD
Inadequate government grants	4.18	0.92	4.81	0.40
Inflation	3.76	0.91	3.31	0.79
Enrollment of high quality students	3.84	1.08	4.13	1.03
Enrollment of average students	3.66	0.98	3.44	0.96
Declining resources	4.28	0.89	4.40	0.99

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

Table A6.6

Administrators' Perceptions of Competition in the Resource-environment

Areas of Competition	Public institutions		Private institutions	
	Mean	SD	Mean	SD
High-quality students	3.66	0.96	3.94	0.77
Average students	3.20	0.87	3.00	0.73
Minority students	2.35	0.83	2.31	0.60
Disabled students	2.17	0.86	1.88	0.62
Donations from private citizens	3.74	1.03	4.44	0.63
Donations from corporations	4.15	0.86	4.63	0.50
Recognition as centre of excellence	3.95	0.78	4.13	0.62

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

Table A7.3

Perceived Freedom to Respond in Post-Secondary Institutions

Selected Factors	Public institutions		Private institutions	
	Mean	SD	Mean	SD
The freedom to:				
offer new credit programs	2.77	0.99	3.68	1.10
offer new non-credit programs	4.41	0.82	4.37	0.72
set tuition fee for credit programs	2.23	0.78	4.38	0.89
set tuition fee for non-credit programs	4.33	0.78	4.50	0.63
advertise the programs	4.51	0.69	4.68	0.48

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

Table A7.4

Perceived Limitation to Institutional Responsiveness

Selected Restrictive Factors	Public institutions		Private institutions	
	Mean	SD	Mean	SD
Government policy	3.78	0.96	4.25	0.93
Opinions of society	3.13	0.79	3.19	0.66
Opinions of faculty members	3.51	0.79	3.63	0.96
Opinions of administrative members	3.54	0.90	3.63	1.10
Financial constraints	4.41	0.72	4.88	0.34

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

Table A7.5

Faculty/Administrators Responsiveness to Various Constituents

Constituents	Public institutions		Private institutions	
	Mean	SD	Mean	SD
Faculty's Responsiveness to:				
the opinions/needs of students	3.59	0.68	4.25	0.68
the opinions of general public	2.80	0.77	3.00	0.63
the opinions of administration	3.27	0.78	3.81	0.83
Administrators' responsiveness to:				
the opinions of students	3.60	0.84	3.63	0.81
the opinions of community	3.65	0.73	3.81	0.98
the opinions of employers	3.88	0.82	2.73	0.80

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

Table A7.6

Students' Input into Selected Academic/Administrative Matters

Academic/Administrative Matters	Public institutions		Private institutions	
	Mean	SD	Mean	SD
Students' Input into:				
developing new programs	2.44	0.79	2.63	0.72
advertising new programs	2.31	0.93	2.25	0.93
deliverying of new programs	2.41	0.95	2.31	1.08
deciding about accommodation facilities	3.00	0.93	3.38	0.96
deciding about recreational facilities	3.07	0.98	3.38	1.09

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

Table A7.7

Perceived Institutional Research Efforts

Areas of Research Focus	Public institutions		Private institutions	
	Mean	SD	Mean	SD
The public perception of your institution	3.16	1.00	2.80	0.78
The students' opinions about various aspects of the institution	3.19	0.84	3.00	0.93
The opportunities for program development that are open to your institution	3.28	0.87	3.07	1.07
The positioning of your institution among the post-secondary institutions in Alberta	3.09	0.95	2.50	1.16
The potential donors to your institution	3.14	1.17	3.73	1.03
The characteristics of the type of students that may enrol at your institution	3.27	0.95	2.94	1.29
The characteristics of the type of students that enrolled but withdraw to attend other institutions	2.80	1.03	2.56	1.21
The programs of study which should be continued and which should be discontinued	3.03	1.02	2.73	1.10

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

Table A7.8

Perceived Level of Financial Commitment to Selected Activities

Activities	Public institutions		Private institutions	
	Mean	SD	Mean	SD
Advertising programs of study	2.80	0.76	2.75	0.85
Attracting high quality students	2.53	0.88	3.00	0.76
Attracting average students	2.92	0.85	2.88	0.81
Fund-raising activities	2.95	0.87	3.53	0.83
Alumni affairs	2.45	1.50	2.33	0.72
Public relations	3.07	0.81	2.93	0.83
Enhancing the physical image of campus	3.40	0.95	2.07	0.70

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

Table A7.9

Extent to Which Marketing Elements Are Considered in Program Development

Elements	Public institutions		Private institutions	
	Mean	SD	Mean	SD
Determination of competitive cost to students	2.64	0.96	2.94	0.77
Determination of how best to advertise programs	2.65	0.84	2.69	0.79
Determination of best time to hold classes	2.66	0.97	2.47	0.92
Determination of most efficient delivery method	3.26	0.85	3.00	1.07

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

Table A7.11

Coordination of Resource-attraction Activities

Activities	Public institutions		Private institutions	
	Mean	SD	Mean	SD
Fund-raising and alumni affairs	2.78	1.18	3.40	1.12
Fund-raising and public relations	3.05	0.96	4.00	0.85
Alumni affairs and public relations	2.55	1.00	3.60	0.99

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

Table A7.12

Perceived Administrator/Faculty's Involvement in Resource Attraction

Resource-attraction Activities	Public institutions		Private institutions	
	Mean	SD	Mean	SD
Top-level administrators' involvement in:				
fund-raising	3.44	1.04	3.81	1.05
public relations	3.47	0.94	3.63	1.26
attracting students	2.65	0.98	3.31	1.08
advocating entrepreneurial activities	3.41	0.96	2.27	1.28
Faculty's involvement in:				
fund-raising	2.37	0.80	1.94	0.77
public relations	2.61	0.86	2.56	1.21
attracting students	2.84	0.91	3.00	1.16

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

Table A7.17

Extent of Institutional Communication With Various Constituencies

Constituencies	Public institutions		Private institutions	
	Mean	SD	Mean	SD
potential students	3.04	0.97	3.50	0.97
current students	3.03	0.93	3.50	0.89
potential donors	3.63	0.89	4.07	0.80
general public	2.94	0.90	2.80	0.68
staff members	3.40	0.96	3.88	0.96

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

Table A7.20

Perceived Constraints on Marketing Practices

Sources of Constraints	Public institutions		Private institutions	
	Mean	SD	Mean	SD
Funding of marketing activities	3.80	0.90	4.40	0.74
Securing qualified marketing personnel	3.24	1.10	4.00	0.66
Government policy	2.47	1.06	2.53	1.19
Coordination of post-secondary education	2.89	0.99	2.29	0.83
Perceived undersirability of marketing	2.68	1.07	2.21	1.37

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

Table A7.21

Extent to Which Selected Activities Are Growing in Importance

Activities	Public institutions		Private institutions	
	Mean	SD	Mean	SD
Attracting high quality students	3.57	0.99	4.25	0.93
Attracting average students	3.51	1.02	3.63	1.03
Attracting donations from corporations	4.28	0.75	4.31	1.01
Attracting donations from public	3.95	0.90	4.63	0.62
Attracting a desired image	4.16	0.82	4.50	0.63

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

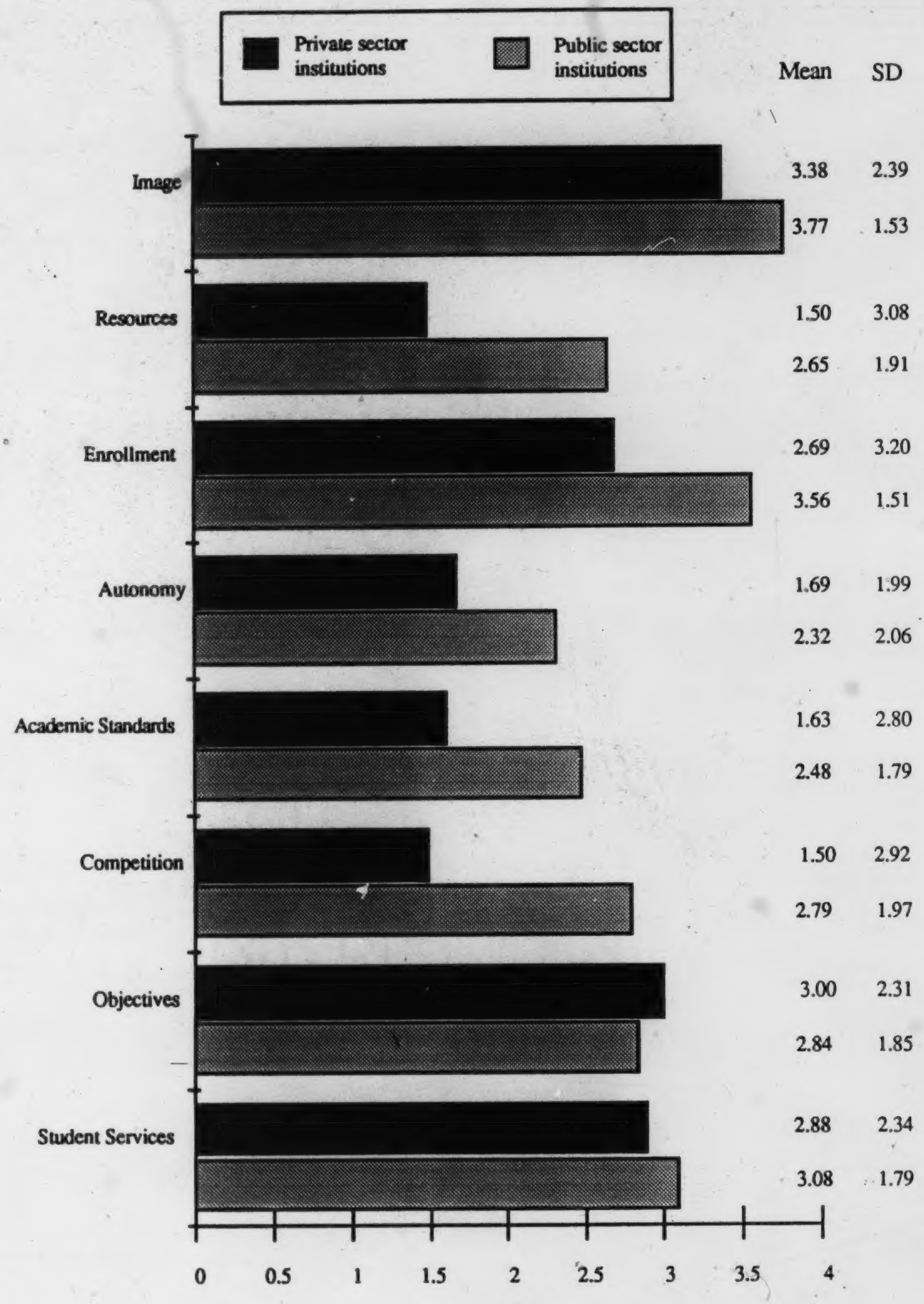

Figure A7.1. Perceived Benefits and Concerns of Marketing Practices

Table A7.22

Perceived Need to Adopt Marketing

Selected Purposes	Public institutions		Private institutions	
	Mean	SD	Mean	SD
Attracting high-quality students	4.11	0.90	4.25	1.00
Attracting average students	3.60	1.10	3.57	1.21
Attracting funds from donors	4.37	0.69	4.50	0.82
Attracting desired recognition	4.33	0.72	4.13	0.89

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

Table A7.23

Personal Advocacy for the Adoption of Marketing

Response	Public institutions		Private institutions	
	Mean	SD	Mean	SD
Extent to which administrators would personally advocate for the adoption of marketing in post-secondary institutions in Alberta	4.29	0.79	3.88	1.09

Scale: 1=none or not at all; 2=little or small, 3=somewhat, moderate or average, 4=high or great, 5=very high or very great.

APPENDIX B

(SECTION A)

INTERVIEW QUESTIONS FOR THE ADMINISTRATORS IN THE POST-SECONDARY INSTITUTIONS

1. We read in the literature on higher education in the western world that the attitude of governments has changed or is changing with respect to the funding of higher education. Writers seem to suggest that the present ideology, usually described as "neo-conservatism," advocates that public institutions should engage in activities that would make them less dependent on public funding. In some cases, this has resulted in complete privatization of these institutions. Would you say that the budget constraints experienced by post-secondary institutions in Alberta are an indication of this ideological shift?

2. Would you say that the attitudes of (a) the public and (b) the government concerning financial support for higher education have changed in Alberta? What specific changes can you identify?

3. What strategies do you think that your institution and other post-secondary institutions in Alberta have examined and/or adopted to meet the demands of these changes?

4. The adoption of marketing principles and strategies is something we now find in the literature of higher education. In your opinion what does the adoption of marketing in higher education sector mean?

5. Would you say the adoption of marketing is currently a common practice in post-secondary institutions in Alberta? If Yes, what do you think is responsible for this?

If No, why do you think this practice has not been common?

6. What benefits and problems/costs do you consider would result from the adoption of marketing principles and strategies by post-secondary institutions?

(a) Benefits:

(b) Problem/costs:

7. Do you consider that the benefits would outweigh the problems and costs?

Yes_______ No________ Undecided_______

APPENDIX B.1

INTERVIEW QUESTIONS FOR DEPARTMENT OF ADVANCED EDUCATION

1. We read in the literature on higher education in the Western world that the attitude of governments has changed or is changing with respect to the funding of higher education. Some writers seem to suggest that the present ideology, usually described as "neo-conservatism," advocates that public institutions should engage in activities that would make them less dependent on public funding. In some cases, this has resulted in complete privatization of these institutions. Would you say that the budget constraints experienced by post-secondary institutions in Alberta is an indication of this ideological shift?

2. What specific recommendations has the Department made to the post-secondary institutions in Alberta experiencing financial constraints?

3. Has there been any direct or indirect encouragement from the Department to the post-secondary institutions in Alberta to examine and adopt the application of marketing as a strategy to ameliorate the effects of constraints?

4. What does the Department think the adoption of marketing by post-secondary institutions would entail? What concerns do the Department have over this?

APPENDIX B.2

Please circle the number that best describes your answer using this scale:

None/Not at all	=1
Little/Small	=2
Somewhat/Moderate/Average	=3
High/Great	=4
Very high/Very great	=5

ENVIRONMENTAL ISSUES

1. Of what concern are the following matters to your institution?

Inadequate government grants	1	2	3	4	5
Inflation	1	2	3	4	5
Enrollments:					
High quality students	1	2	3	4	5
Average students	1	2	3	4	5
Declining resources	1	2	3	4	5

Comments?______________________________________

2. To what extent would you say there is competition for the following in Alberta?

High quality students	1	2	3	4	5
Average students	1	2	3	4	5
Students from minority groups	1	2	3	4	5
Disabled students	1	2	3	4	5
Donations from private citizens	1	2	3	4	5
Donations from corporations	1	2	3	4	5
Recognition as centre of excellence	1	2	3	4	5

Comments? ______________________________________

None/Not at all	=	1
Little/Small	=	2
Somewhat/Moderate/Average	=	3
High/Great	=	4
Very high/Very great	=	5

3. To what extent do you think your institution has freedom to make decisions on these aspects?

Offering new credit programs	1	2	3	4	5
Offering new non-credit programs	1	2	3	4	5
Setting tuition fees for credit programs	1	2	3	4	5
Setting tuition fees for non-credit programs	1	2	3	4	5
Advertising the programs	1	2	3	4	5

Comments? ______________________________

4. To what extent do you consider that the following matters limit your institution's responsiveness?

Government policy	1	2	3	4	5
Opinions of the society	1	2	3	4	5
Opinions of faculty members	1	2	3	4	5
Opinions of administrators in your institution	1	2	3	4	5
Financial constraints	1	2	3	4	5

Comments? ______________________________

None/Not at all = 1
Little/Small = 2
Somewhat/Moderate/Average = 3
High/Great = 4
Very high/Very great = 5

INSTITUTIONAL RESPONSIVENESS

5. To what extent would you say that the overall administration of your institution is responsive to the following?

Opinions of your students	1	2	3	4	5
Opinions of your community	1	2	3	4	5
Opinions of employers	1	2	3	4	5

Comments? ______________________________

6. How would you rate the input of your students to the following activities?

Developing new programs	1	2	3	4	5
Advertising new programs	1	2	3	4	5
Delivery of new programs	1	2	3	4	5
Deciding about student accommodation	1	2	3	4	5
Deciding about recreational facilities	1	2	3	4	5

Comments? ______________________________

7. To what extent do you think your faculty members are responsive to the opinions and/or needs of the following?

The students	1	2	3	4	5
The general public	1	2	3	4	5
The administration of your institution	1	2	3	4	5

Comments? ______________________________

None/Not at all	=	1
Little/Small	=	2
Somewhat/Moderate/Average	=	3
High/Great	=	4
Very high/Very great	=	5

INSTITUTIONAL RESEARCH

8. To what extent does your institution engage in research studies to determine the following:

The public perception of your institution	1	2	3	4	5
The students' opinions about various aspects of the institution	1	2	3	4	5
The opportunities for program development that are open to your institution	1	2	3	4	5
The positioning of your institution among the post-secondary institutions in Alberta	1	2	3	4	5
The potential donors to your institution	1	2	3	4	5
The characteristics of the type of students that may enrol at your institution	1	2	3	4	5
The characteristics of the type of students that enrolled but withdraw to attend other institutions	1	2	3	4	5
The programs of study which should be continued and which should be discontinued	1	2	3	4	5

Comments? ____

None/Not at all = 1
Little/Small = 2
Somewhat/Moderate/Average = 3
High/Great = 4
Very high/Very great = 5

RESOURCES

9. How would you describe the level of financial resources committed annually to the following activities in your institution?

Advertising programs of study	1	2	3	4	5
Attracting high quality students	1	2	3	4	5
Attracting average students	1	2	3	4	5
Fund-raising	1	2	3	4	5
Alumni affairs	1	2	3	4	5
Public relations	1	2	3	4	5
Enhancing the physical image of your campus	1	2	3	4	5

Comments? ____________________

PROGRAM PLANNING

10. To what extent would you say that program development in your institution includes the following activities?

The determination of a competitive cost to the students	1	2	3	4	5
The determination of how best to advertise the programs	1	2	3	4	5
The determination of the best time, from students' view, to hold classes for the programs	1	2	3	4	5
The determination of the most efficient methods of delivery	1	2	3	4	5

Comments? ____________________

None/Not at all = 1
Little/Small = 2
Somewhat/Moderate/Average = 3
High/Great = 4
Very high/Very great = 5

11. To what extent do you consider the following to be sources of constraint on marketing practices in post-secondary institutions?

Funding of marketing activities	1	2	3	4	5
Securing qualified marketing personnel	1	2	3	4	5
Government policy	1	2	3	4	5
Coordination of post-secondary education	1	2	2	4	5
Perceived undesirability of marketing	1	2	3	4	5

Comments? ____________________

ADMINISTRATORS/FACULTY INVOLVEMENT

12. To what extent do you think that the top-level administrators of your institution are involved in the following?

Fund-raising	1	2	3	4	5
Public relations	1	2	3	4	5
Attracting students	1	2	3	4	5
Advocating entrepreneurial activities in the institution	1	2	3	4	5

Comments? ____________________

13. To what extent are the faculty members in your institution involved in the following activities?

Fund-raising	1	2	3	4	5
Public relations	1	2	3	4	5
Attracting students	1	2	3	4	5

Comments? ____________________

None/Not at all	=	1
Little/Small	=	2
Somewhat/Moderate/Average	=	3
High/Great	=	4
Very high/Very great	=	5

14. Would you say that the senior administrators of your institution perceive it as having:

(a) a distinct identity? Yes_______ No_______

(b) a distinct mission? Yes_______ No_______

15. If Yes to either (a) or (b), to what extent do you think that the distinct distinct identity/mission is communicated to the following?

Potential students	1	2	3	4	5
Current students	1	2	3	4	5
Potential donors	1	2	3	4	5
General public	1	2	3	4	5
Staff members	1	2	3	4	5

Comments? ____

ACTIVITIES

16. To what extent are the following activities of **growing importance** to your institution?

Attracting high quality students	1	2	3	4	5
Attracting average students	1	2	3	4	5
Attracting donations from corporations	1	2	3	4	5
Attracting donations from the public	1	2	3	4	5
Achieving a desired image	1	2	3	4	5

Comments? ____

None/Not at all = 1
Little/Small = 2
Somewhat/Moderate/Average = 3
High/Great = 4
Very high/Very great = 5

17. To what extent are the following activities jointly planned and coordinated in your institution?

Fund-raising and alumni affairs	1	2	3	4	5
Fund-raising and public relations	1	2	3	4	5
Alumni affairs and public relations	1	2	3	4	5

Comments? ____

ORGANIZATIONAL STRUCTURE

18. Which of the following offices exist in your institution?

Fund-raising _______

Development _______

Public relations _______

19. Do you have an office identified as a "Marketing Office" within the structure of your organization?

Yes_______ No_______

If Yes, at what level:

Vice-President______

Associate Vice-President_____

Director______

Manager______

None/Not at all = 1
Little/Small = 2
Somewhat/Moderate/Average = 3
High/Great = 4
Very high/Very great = 5

20. To what extent is the Marketing Office responsible for the following functions?

Advertising program	1	2	3	4	5
Publicity	1	2	3	4	5
Image making	1	2	3	4	5
Fund-raising	1	2	3	4	5
Alumni affairs	1	2	3	4	5
Research	1	2	3	4	5
Public relations	1	2	3	4	5
Attracting students	1	2	3	4	5

Comments? _______________ ______________________________________

21. If you do not have a "marketing office" do you think your institution would benefit from the establishment of one?

Yes_______ No_______ Undecided_______

At what level would your recommend that such an office be established?

Vice-President_____

Associate Vice-President_____

Director______

Manager______

BENEFITS AND PROBLEMS

22. To what extent do you think the adoption of a comprehensive marketing approach in your institution will lead to the following?

Problems	[High]					[Neutral]					[High]	Benefits
Unfavourable image	-5	-4	-3	- 2	-1	0	1	2	3	4	5	Enhanced favourable image
Wasted financial resources funds	-5	-4	-3	-2	-1	0	1	2	3	4	5	Increased internally generated
Decreased enrollment of quality students students	-5	-4	-3	-2	-1	0	1	2	3	4	5	Increased enrollment of quality
Decreased institutional autonomy	-5	-4	-3	-2	-1	0	1	2	3	4	5	Increased institutional autonomy
Decreased academic standards	-5	-4	-3	-2	-1	0	1	2	3	4	5	Increased academic standards
Unhealthy competition	-5	-4	-3	-2	-1	0	1	2	3	4	5	Healthy competition
Compromised the objectives of higher education	-5	-4	-3	-2	-1	0	1	2	3	4	5	Enhanced the achievement of the objectives of higher education
Less student-oriented services	-5	-4	-3	-2	-1	0	1	2	3	4	5	More student-oriented services.

Comments? ____

CONCLUDING QUESTIONS

None/Not at all = 1
Little/Small = 2
Somewhat/Moderate/Average = 3
High/Great = 4
Very high/Very great = 5

23. Has your institution ever employed the services of external marketing consultants?

Yes ______ No ______

If Yes, how recently? Within the last one year: ______

Within the last five years: ______

Within the last ten years: ______

What specific services did marketing consultants rendered to your institution?

____

____

____

Why was it necessary to utilize the services of marketing consultants?

____

____

____

24. To what extent do you think there is a need for post-secondary institutions in Alberta to adopt marketing principles and strategies in the following activities?

Attracting high quality students	1	2	3	4	5
Attracting average students	1	2	3	4	5
Attracting funds through donations	1	2	3	4	5
Achieving desired recognition	1	2	3	4	5

Comments? ______________________________

25. To what extent would you personally advocate for the adoption of marketing principles principles and strategies by post-secondary institutions? 1 2 3 4 5

26. Would you predict that more institutions in Alberta will adopt marketing principles and strategies in the near future?

Yes____ No____

Please provide any comments that you wish to make about any aspect of marketing of post-secondary institutions.

____

____

____

____

Thank you very much for your cooperation.

Steve O. Michael

APPENDIX C

Listing of Study Variables Classified by the Questions
Purported to Indicate the Variables

Question number	Question subject	Variables indicated	Purpose of the question
Institutional Data:			
1	Type of institution	University Public college Private college Institute	To provide information about the institutions within each of the sectors studied.
2	Size of institution	Large Medium Small	To determine student population in order to classify institutions into the three categories.
3	Location of institution	Urban Rural	To determine the differences in the patterns of responses from the two categories.
4	Age of institution	Younger Older	To determine the differences in the patterns of responses from the two categories.
5	Sources of funding	Government grants Tuition fees Private donors Entrepreneurial activities & others	To identify the major sources sources of funds to the post-secondary institutions in the province.
Personal Data:			
1	Position	Title	To determine whether or not the respondents are competent to respond to the questions.

Question number	Question subject	Variables indicated	Purpose of the question
2, 3, & 4	Length of stay in position Length of stay in institution Length of stay in in post-secondary institutions	Years of experience	Part of the effort to determine the background qualifications of the respondents.
Interview Questions: 1	Funding ideology	Financial constraint Shift in ideology	To investigate the ideological background to funding and the direction of the ideology.
2	Funding attitude	Government attitude Public attitude	To investigate the changes in funding attitude.
3	Response to financial constraints	Strategies adopted	To identify the kind of strategies adopted to reduce the impacts of constraints.
4	Definition of marketing	Selling Marketing-philosophy	To investigate the meaning attached to marketing of educational institutions.
5	The prevalence of marketing activities	Factors responsible for the adoption or the lack of it	To find out if respondents perceive that marketing as they define it exists within the post-secondary system.
6	Relevance of marketing	Benefits Problems	To investigate the benefits and problems expected of the adoption of marketing.
7	Cost-Benefit	Yes No Undecided	To find out if respondents expected the benefits of marketing to outweigh the costs or the other way round.

Question number	Question subject	Variables indicated	Purpose of the question
Structured questions: 8	Environmental concerns	Government grants Inflation Enrollments Resources	To determine if the variables presented are of any concern to the post-secondary institutions in the province.
9	Competition	High quality students Average students Minority students Disabled students Donations from private citizens Donations from corporations Recognition	To determine the extent to which competition exists in the post-secondary education system in Alberta.
10	Freedom to decide on policy matters	Credit programs Non-credit programs Tuition fees for credit programs Tuition fees for non-credit programs Advertising programs	To determine the extent that institutions have control over the selected factors.
11	Limitation	Government policy Society Faculty members Administrators Financial constraints	To determine the extent to which limitations exist on institutional responsiveness.
12	Overall responsiveness to constituencies	Students Community Employers	To investigate the extent that institutions respond to their various constituencies.
13	Student input	New programs Advertising programs Delivery of programs Student accommodation Recreational facilities	To investigate the extent that students contribute to the making of various institutional policies.

Question number	Question subject	Variables indicated	Purpose of the question
14	Faculty's responsiveness	Students General public Institutional administration	To investigate the extent to which faculty members are responsive to various constituencies.
15	Institutional research	Public perception Student opinions Program opportunities Institutional positioning Potential donors Student (tracking) studies	To determine the extent to which research activities are carried out on various subjects in post-secondary institutions.
16	Financial commitment	Advertising programs Attracting students Fund-raising Alumni affairs Public relations Physical campus image	To determine the extent to which financial resources are committed into certain activities.
17	Program planning	Cost to students Advertising programs Time of delivery Methods of delivery	To determine the extent to that these factors are jointly planned along with program development.
18	Sources of constraints marketing practices	Lack of funds Lack of marketing personnel Government policy Coordination from Dept. of Ad. Educ. Undesirability of marketing	To investigate the extent that these factors constitute constraints to marketing efforts.

Question number	Question subject	Variables indicated	Purpose of the question
19	Administrator's involvement in resources-attraction activities	Fund-raising Public relations Attracting students Advocating entrepreneurial activities	To determine the extent to which administrators are involved in resource-attraction activities.
20	Faculty's involvement in resource-attraction activities	Fund-raising Public relations Attracting students	To determine the extent to which faculty members are involved in resource-attraction activities.
21	Unique attributes of institutions	Distinct identify Distinct mission	To find out if institutions are perceived to have "selling points."
22	Communication of selling points	Potential students Current students Potential donors General public Staff members	To investigate the extent that the selling points of institutions are communicated to various constituencies.
23	Institutional activities	Attracting: high quality students average students donations from corporations donations from the public desired image	To determine the extent to which these factors are of growing importance to post-secondary institutions in the province.
24	Coordination of activities	Fund-raising and alumni affairs Fund-raising and public relations Alumni affairs and public relations	To investigate the extent to which certain activities jointly planned and coordinated within the institution.

Question number	Question subject	Variables indicated	Purpose of the question
25 & 26	Organizational structure	Existence of: Fund-raising office Development office Public relations " Marketing office	To investigate if these offices exist in the post-secondary institutions studied.
27	Role of marketing office	Advertising programs Publicity Image-making Fund-raising Alumni affairs Research Public relations Attracting students	To determine the extent to which marketing offices engage in these activities.
28	Desirability of marketing offices	Yes No Undecided If yes, level: Vice-president Asso-president Director Manager	To determine if a marketing is desirable and what level such an office should be established.
29	Benefits and problems of the adoption of marketing	Image Financial resources Enrollment Institutional autonomy Academic standards Competition Objectives of higher education Student-oriented services	To determine the extent to which marketing is expected to lead to either negative or positive consequences.

Question number	Question subject	Variables indicated	Purpose of the question
30	Marketing consultants	Yes No How recent? Specific services rendered Why it was necessary to appoint external consultants	To investigate if the use of marketing consultants is a common phenomenon and for what purpose they are employed.
31	Need for marketing	High quality students Average students Funds through donation Desired recognition	To determine the extent to to which the need to adopt marketing to achieve these aims exists.
32	Advocacy of marketing	Personal like or dislike for marketing	To investigate the extent to which marketing is desired.
33	Prediction	Future adoption of marketing	To determine the extent to which marketing is expected to be adopted in the near future.

Note: The actual interviews contain other questions that came up either to clarify the opinions being expressed or to suggest a direction for the discussion.

APPENDIX D

LETTER OF INTRODUCTION

To: Presidents
Participating institutions

Dear «Name»:

We wish to introduce Steve O. Michael, a doctoral student and Commonwealth Scholar in the Department of Educational Administration. Mr. Michael has been a lecturer in Marketing at Ahmadu Bello University, Nigeria. His area of research interest is in the management and financing of post-secondary institutions. He is currently working on his doctoral research related to marketing practices in post-secondary education in Alberta. He has successfully defended the research proposal and is now ready to start his data collection. This proposal has been approved by a University Ethics Committee.

His proposed research plan involves an interview with the President or designate and others who may be identified by the President. Each interview would occupy approximately 40-60 minutes. We would like him to spend at least one full day and preferably two in your institution, observing and interacting, for the purpose of collecting relevant data. We are therefore writing to seek permission to include your institution in the study.

The information that Mr. Michael plans to obtain will also be of considerable benefit to this Department in our graduate courses in postsecondary education. It should also be relevant to postsecondary institutions and departments. A copy of Mr. Michael's report will be provided to each participating institution.

If you agree to be involved, or have any questions concerning this request, would you please contact Dr. Holdaway at the above address or phone 492-3690 (office) or 436-3042 (home). Mr. Michael will be in touch with your office to arrange a suitable day for his visit. Your general support throughout the data-collection phase of Mr. Michael's research will be greatly appreciated.

Thank you for your cooperation.

Yours sincerely,

E. A. Holdaway, Professor
(Supervisor)

J. M. Small, Professor
(Member of SupervisoryCommittee)

APPENDIX E

Letter of Introduction (Advanced Education)

December 8, 1989

(name deleted)
Assistant Deputy Minister
Department of Advanced Education
Devonian Building, East Tower
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L1

Dear Deputy Minister:

My research supervisors, Dr E. Holdaway and Dr J. Small of the Department of Educational Administration, have suggested that I contact you in connection with my research. I am currently working on my doctoral research related to marketing practices in post-secondary institutions in Alberta. A letter to this effect has already been dispatched to the presidents of these institutions--a copy is attached for your information.

The study involves interviews with staff of the Department of Advanced Education who are involved in program/planning/policy matters. I am therefore requesting your participation in this study. The interview is expected to take less than 30 minutes. If this is approved by you, I will be in touch with your office to arrange a suitable day for my visit.

Thank you for your cooperation.

Yours sincerely,

Steve O. Michael

APPENDIX F

Attitudes and Beliefs Survey
XYZ College

Please use the supplied answer sheet for your responses to this questionnaire and return only the answer sheet. Use a No. 2 pencil only. Do not use ink or ballpoint pen. Completely fill in the oval on the answer sheet. Erase cleanly any answer you wish to change. Make no stray marks on the answer sheet.

1. Are you:

0 Faculty
1 Staff
2 Administrator
3 Student

PRODUCT

Please use the following scale to respond to questions 2 through 60:

0 = Strongly Agree
1 = Agree
2 = No Opinion
3 = Disagree
4 = Strongly Disagree
5 = I Don't Know
6 = Does Not Apply

The following major program/service areas are effectively meeting student expectations and needs at this institution:

2. Admissions services
3. Financial aid services
4. Registration
5. Orientation program
6. Academic advising services
7. Personal counseling
8. Instructional program
9. Academic/learning support services
10. Academic enrichment programs
11. Residential life program
12. Library services
13. Food services
14. Job placement service
15. College-sponsored social activities
16. College-sponsored cultural programs
17. Recreational/intramural programs
18. Life/career planning services
19. Student organizations and activities

Key:
0 = Strongly Agree
1 = Agree
2 = No Opinion
3 = Disagree
4 = Strongly Disagree
5 = I Don't Know
6 = Does Not Apply

The following major program/service areas are effectively meeting student expectations and needs at this institution (continued):

20. Parking
21. Campus transportation system
22. Business office
23. Student health services
24. Student employment services
25. Family care services
26. Housing services
27. Campus security services

28. This institution has a well developed and articulated mission statement.

29. The breadth and number of academic offerings at this institution is adequate.

30. Good classroom teaching is adequately recognized and rewarded at this institution.

31. Part-time instructors provide instruction as effectively as full-time faculty at our institution.

32. Our general education/core requirements are providing students with the knowledge, capacities, and skills we deem important to a college education.

33. We have an educational outcome assessment program that adequately measures the impact of the college experience on our students

34. Mandatory assessment and placement in appropriate levels of instruction should be required of all our entering students.

35. The orientation program at this institution is very helpful in assisting students to adjust academically and socially.

36. Our students who are uncertain about their major or career choice should be required to participate in self-assessment, academic, and career information activities.

37. Developmental/remedial courses should be mandatory for all our students who are academically underprepared.

38. There is a general consensus on this campus regarding the purposes and goals of the academic advising program.

39. There is an adequate recognition/reward system for those engaged in academic advising at this institution.

Key:
0 = Strongly Agree
1 = Agree
2 = No Opinion
3 = Disagree
4 = Strongly Disagree
5 = I Don't Know
6 = Does Not Apply

40. The behavior of faculty, staff, and administrators toward students is guided by a clear institutional service strategy.

41. Institutional policies and procedures are student-centered.

42. The frequency and quality of faculty/student interaction is high on this campus.

43. Campus personnel are generally "intrusive" or "assertive" in their attempts to reach out to students who appear to need assistance.

44. Faculty on this campus are generally available to students both in and out of the classroom.

45. The institutional resources committed to the financial aid program are adequate to meet the enrollment needs of the institution.

46. Policies at this institution about financial aid and its use in recruitment and retention are generally understood.

47. Students will say that most faculty, administrators, and staff are genuinely concerned and care about students.

48. Students will say that most faculty are up-to-date and knowledgeable in their fields.

49. Students will say that most faculty are good teachers.

50. Students will say that their advisors are available and knowledgeable about institutional programs, policies, and procedures, and care about their advisees.

51. The campus is well-maintained and gives a good impression to anyone seeing it for the first time.

52. The buildings are well-maintained and clean.

53. The dormitory rooms are large enough and furnished in a manner that would help students to feel good about living at the institution.

54. The food is adequate in quality and amounts to meet the expectations of the students.

55. Recreational facilities are adequate to meet the expectations of the students.

56. Public transportation to and from the institution is adequate to meet the needs of the students.

Key:
0 = Strongly Agree
1 = Agree
2 = No Opinion
3 = Disagree
4 = Strongly Disagree
5 = I Don't Know
6 = Does Not Apply

57. Improving retention rates is a more promising solution to stabilizing or increasing enrollments than focusing on recruitment/admissions efforts.

58. Student attrition is a problem at this institution.

59. Development and implementation of a comprehensive retention program should be a priority on this campus.

60. Significant improvements (10% to 20%) can be made in student retention rates at this institution.

Please use the following scale to respond to questions 61 through 89:

0 = Yes
1 = No
2 = I Don't Know
3 = Does Not Apply

The following are available to students at this institution:

61. Advanced placement
62. Credit by examination
63. Credit for experiential learning
64. Independent study
65. Honors program
66. International/study abroad
67. Cooperative education
68. Developmental/remedial courses
69. Internships
70. Special program for minority students
71. Computerized guidance information systems (DISCOVER, SIGI PLUS)
72. Open or interdisciplinary majors
73. Varsity athletics for men and women
74. Life/career planning course
75. Academic advising center
76. Peer advisors/counselors/tutors
77. Quarter/semester-long orientation course
78. Special program for high-risk students
79. Special program for exploratory/undecided students
80. Special topical non-credit workshops/seminars (decision-making, resume preparation, coping with stress, substance abuse, etc.)

Please use the following scale to respond to questions 61 through 89:

0 = Yes
1 = No
2 = I Don't Know
3 = Does Not Apply

The following are available to students at this institution:

81. Adult information/support center
82. Separate orientation program for adults
83. Telephone registration
84. Computer-assisted academic advising (degree audit)
85. Learning lab

86. There is a system for the early detection of drop-out prone student behavior and appropriate institutional intervention.

87. This institution makes special provisions and provides facilities for handicapped students.

88. There is a comprehensive institutional policy statement on academic advising.

89. The academic advising program, as well as individual advisor performance, is systematically evaluated on this campus.

DATA/INFORMATION

Please use the following scale to respond to questions 90 through 93:

0 = Strongly Agree
1 = Agree
2 = No Opinion
3 = Disagree
4 = Strongly Disagree
5 = I Don't Know
6 = Does Not Apply

90. *Use of Research*. Research materials are regularly used in planning, in preparation of publications, in product considerations, and in enrollment management.

91. *Hardware*. Adequate hardware is available to develop data and information for institutional use.

92. *Software*. Adequate software is available to develop data and information for institutional use.

93. *Office/Staff*. There is an office and adequate staff with responsibility for conducting and disseminating institutional research of the type described below.

Please use the following scale to respond to questions 94 through 104:

0 = Yes
1 = No
2 = I Don't Know
3 = Does Not Apply

94. *Image*. The attitudes, perceptions, and knowledge of the institution's various publics toward the institution are regularly studied.

95. *Student Opinion*. The feelings of students about the institution are studied on a regular basis. Attitudes about academic programs, faculty, social programs, facilities, etc., are analyzed and degree of satisfaction determined.

96. *Faculty Opinion*. The feelings of the faculty toward programs and services are studied. Attitudes concerning factors studied in the image survey and the student opinion survey are studied in the faculty for comparison.

97. *Lost Inquiry*. Students who inquired but did not apply are surveyed to determine their reasons for not applying.

98. *Environmental Data*. Information is regularly collected from various sources about demographic trends, career opportunities, directions in education, future majors, and perceptions and attitudes of potential students. This information is obtained on a national, state, regional, and local level.

Key:

0 = Yes
1 = No
2 = I Don't Know
3 = Does Not Apply

99. *Class Profile.* Data is accumulated on all enrolled freshmen. This includes numbers, proposed majors, test scores, geographic distribution, breakdown by counties in key areas, etc.

100. *Program Status.* Sufficient data is regularly collected in regard to the admissions program to evaluate its progress throughout the year. This includes data on inquiries, pre-application program, post-application program, deposits, and other program elements.

101. *Competition.* Materials are received from other colleges in a manner that will allow you to know what is mailed to potential freshmen. The publications are reviewed so as to be knowledgeable about the appeals, majors, and opportunities available at competing schools.

102. *Student Evaluations.* Student evaluations of individual courses, instructors, and advisors are systematically gathered and shared for the purpose of instructional and advising improvements.

103. *Retention/Attrition.* Information is collected and analyzed about the reasons students stay at the institution, the reasons students leave, and the important differences.

104. *Lost Applicants.* Students who applied but did not enroll are surveyed to determine their reasons for not enrolling.

COMMUNICATION

Please use the following scale to respond to questions 105 through 124:

0 = Strongly Agree
1 = Agree
2 = No Opinion
3 = Disagree
4 = Strongly Disagree
5 = I Don't Know
6 = Does Not Apply

105. All recruitment publications clearly and accurately represent the institution.

106. All recruitment publications are of high quality.

107. Artwork, theme, and style of each publication is designed in such a way as to produce a "family" appearance for publications.

108. The distribution of publications is timed to have the greatest influence on the target audiences.

109. There are individuals on campus able to produce high quality publications.

110. A general tone and style has been agreed upon for communication with potential students.

111. All communications with prospective students should be handled directly by the admissions staff.

112. Telephone, letters, and personal contact are combined and systematically used in the effective recruitment of potential students.

113. There is an adequate amount of personal contact with potential students.

114. Publicity and communications to potential students about special events are well done.

It is easy for the admissions office to make arrangements for:
115. Visits of potential students to classes
116. Contacts of potential students with present students
117. Overnight visits
118. Appointments in which potential students may meet with various administrators/ faculty members

119. Sufficient numbers of students are visiting the campus to support the results expected in the admissions office.

120. There is sufficient follow-up to the campus visit to detect any problems that may exist or may have occurred during the visit.

121. Public relations is organized in such a way that part of its mission is focused on supporting the admissions effort.

Key:
0 = Strongly Agree
1 = Agree
2 = No Opinion
3 = Disagree
4 = Strongly Disagree
5 = I Don't Know
6 = Does Not Apply

122. The public relations office sends out materials on a planned basis to promote the image of the institution. These may include feature stories, public service announcements, etc.

123. Awareness of the institution is high.

124. The image of the institution among its various publics is generally positive.

Please use the following scale to respond to questions 125 through 136:

0 = Yes
1 = No
2 = I Don't Know
3 = Does Not Apply

125. The admissions office has budgetary, artistic, and content control over all recruitment materials.

126. Recruitment publications, posters, AV productions, etc., are periodically reviewed to ensure accuracy of message and appeal to prospective students.

127. Recruitment materials are pre-tested before finalization.

128. Each publication has a specific audience and purpose.

129. The messages used in publications and general communication are structured from research and targeted at the appropriate population.

130. A publications strategy and production timetable is worked out each year and is designed to help the admissions office meet its goals.

Special programs of communication have been constructed for:
131. Juniors (1st year students)
132. Seniors (2nd year students)
133. Transfers
134. Non-Traditional

135. The institution's recruitment effort seeks to contact a high percentage (more than 70%) of the inquiries personally through telephone calls, school visits, or campus visits each year.

136. The responsibility for campus visits presently rests with a specific individual.

MANAGEMENT

Please use the following scale to respond to questions 137 through 155:

0 = Strongly Agree
1 = Agree
2 = No Opinion
3 = Disagree
4 = Strongly Disagree
5 = I Don't Know
6 = Does Not Apply

137. There is a general understanding on the part of faculty and staff as to the components of the Master Enrollment Plan.

138. Faculty, administration, and staff on this campus have a good understanding of the principles and concepts associated with both enrollment development and student retention.

139. The market segments that we should target are clearly identified.

140. The admissions staff knows the institution's primary markets.

141. Strategies are used which ensure that the maximum number of students turn out for high school visits.

142. The recruitment budget is sufficient to get the results expected.

143. The admissions counselors have been adequately exposed to concepts of enrollment management and have been trained to conduct effective interviews, school visits, and telephone calls.

144. The counselors have developed knowledge of the institution, their market areas, and the students with whom they are working.

145. The counselors have adequate backgrounds and previous experience to do their jobs.

146. There is are enough admissions counselors to achieve enrollment goals.

147. The salaries of the admissions staff are adequate to encourage professionalism and longevity.

148. The admissions office is generally viewed with respect by other offices of the campus.

149. There is generally effective communication between the admissions office and other offices of the institution.

150. The general atmosphere of the admissions office is warm and friendly. The office is well-maintained and generally gives a good impression.

151. There is adequate parking near the admissions office. The parking areas are well marked and available.

Key:
0 = Strongly Agree
1 = Agree
2 = No Opinion
3 = Disagree
4 = Strongly Disagree
5 = I Don't Know
6 = Does Not Apply

152. There are adequate signs to direct visitors to the admissions office. The office is easy to find.

153. There are adequate offices for the staff.

154. Adequate equipment is available to ensure that large volumes of mail can be processed on a continuous and personal basis.

155. The location of the word processing equipment is convenient to the admissions office.

Please use the following scale to respond to questions 156 through 190:

0 = Yes
1 = No
2 = I Don't Know
3 = Does Not Apply

156. There is an Master Enrollment Plan for the institution including recruitment and retention goals and strategies.

157. Program goals are established for each part of the admissions program -- enrollees, deposits, applicants, inquiries -- each year.

Our institution engages in the following common recruitment activities:

158. High school visits by admissions representatives
159. Institutional participation at school career fairs
160. Institutional participation in college night/day programs
161. The use of currently enrolled students to recruit prospective students
162. The use of alumni to recruit high school students within their home town area
163. The use of faculty as admissions representatives
164. Admissions office telemarketing
165. Group meetings conducted by the admissions office for prospective students and parents within a particular geographic area
166. Campus visit days, when high school students visit campus
167. "Weekend visits" where individual high school students spend a weekend on campus
168. Off-campus meetings for high school counselors within a particular area
169. Social events for high school counselors sponsored by the institution
170. "Counselor visit days" when high school counselors are invited to campus
171. The use of multi-media presentations
172. The use of personal letters from faculty to prospective students
173. Advertisements in newspapers and magazines

Key:

0 = Yes
1 = No

2 = I Don't Know
3 = Does Not Apply

174. Advertisements on radio and television
175. The use of purchased mailing lists to recruit students
176. The use of Student Search, ACT EOS, and/or other direct mail services
177. The listing of institutional information in commercially-published college directories (e.g., Lovejoy's, Baron's)

178. The admissions office can state specifically how the inquiries will be generated.

179. The admissions office can state when the inquiries will be generated.

180. A specific program has been developed in the admissions office for the recruitment of transfer students.

181. The counselors have specific goals for all of their activities -- high school visits, telephone calls, letters, etc.

182. Present students are readily available to serve as tour guides.

183. Present students are used regularly to contact potential students.

184. Alumni are used to make contact with potential students.

185. Faculty are used in making contact with potential students.

186. There is an interview room separate from the offices.

The admissions office has enrollment management software that:

187. Manages information about inquiries
188. Manages information about applicants
189. Systematically communicates with prospective students
190. Produces management reports to support enrollment planning

CLIMATE

Please use the following scale to respond to questions 191 through 222:

0 = Strongly Agree
1 = Agree
2 = No Opinion
3 = Disagree
4 = Strongly Disagree
5 = I Don't Know
6 = Does Not Apply

191. There is strong administrative support and leadership to improve enrollment at this institution.

192. Faculty and staff at this institution understand the importance of the enrollment function.

193. This institution has a coordinated, cooperative, and unified approach to achieving enrollment goals.

194. There is an active and highly participative institutional planning effort on this campus.

195. Faculty, staff, and students are provided with the opportunity to participate in the decision-making process in a meaningful way when they will be affected by the decision.

196. Individuals at this institution are willing to work together to achieve common goals.

197. Faculty identify more with their individual departments/disciplines than with the institution as a whole.

198. The flow of accurate information upward, downward, and across the institution is adequate.

Is the lack of program, service change, and innovation on this campus due, in part, to any of the following reasons?

199. Preference for status quo
200. General resistance to new ideas
201. Organizational structures and turf issues
202. Decentralization of decision-making
203. Threat or fear of change
204. Usually no clear advantages
205. Over-analysis
206. Costs
207. Apathy
208. Lack of change agent
209. Seen as more work and responsibility

210. A problem-solving model of planning and change is employed on this campus.

Key:

0 = Strongly Agree
1 = Agree
2 = No Opinion
3 = Disagree
4 = Strongly Disagree
5 = I Don't Know
6 = Does Not Apply

211. The process on this campus allows for divergent views to be heard and discussed.

212. Organizational responsibility and accountability is clear on this campus.

213. Problems are often ignored on this campus.

214. It is easy to talk to people at higher levels in our institution about problems and potential solutions.

The organizational climate at this institution is:

215. Conflict-ridden
216. Open to new ideas and approaches
217. Warm, friendly, and relaxed
218. Secretive and suspicious

The leadership style most prevalent at this institution is:

219. Supportive and facilitative
220. Oriented toward joint problem solving
221. Directive and controlling
222. Autocratic and paternalistic

APPENDIX G

MARKETING ADVISORY COMMITTEE

January 26/90

The Marketing Committee is an advisory body responsible for recommending marketing strategies that reflect the College's mission statement, mandate, and objectives. The purpose of this effort is to advance the College's visibility, name recognition and image of excellence, and to ultimately gain constituency support in the form of enrolment, gifts and good will.

The Committee is advisory, to the Director of Student Services for matters related to recruitment and to the Executive Assistant in promotional matters.

Functions of the committee are:

- To propose an annual comprehensive marketing plan.
- To identify needs and gaps in marketing activities and to ensure their inclusion in the plan.
- To recommend policies and procedures related to marketing functions.
- To monitor the effectiveness of the current plan and to recommend changes for the future.
- To seek out, analyze and respond to relevant trends, research and other information.
- To support the marketing efforts of other areas of the College.

Membership:

Ex-officio Members

Director of Student Services (Chairman)
Conference Centre Manager
Regional Manager
Registrar
Executive Assistant
President
Educational Liaison Officer
Communications Officer

Members Appointed by Appropriate Senior Manager

Department Heads or faculty member (1 from each campus)
One regional manager

Resource people as necessary.

Positions other than ex-officio positions are appointed for a two year period.

Operations

Meetings will be called at the discretion of the Chairman. The Committee will normally meet 34 times per year.

APPENDIX H

MARKETING COMMITTEE

Mandate

To develop and coordinate strategies and guidelines to promote ZXY College locally, provincially, and internationally for the purpose of gaining support and enrollment.

Membership

Director, Student Services (Chairman)
A representative from each of:

- Program Services
- Communications Office
- Educational Liaison Office
- President's Office
- X Campus
- V Campus
- AY Campuses
- Registrar's Office
- Graphics

Objectives

On-Going

1. To plan and coordinate the College's marketing efforts on long and short term basis.
2. To ensure the policies and procedures are in place for the coordination of marketing efforts.
3. To identify a year "theme" and visual image as appropriate.
4. To analyze strangths and weaknesses of current activities/publications through market testing and other techniques.
5. To establish guidelines to ensure that promotional material adheres to accepted formats and standbrds.
6. To approve/reject any extraordinary requests as they occur during the year.
7. To bring to the attention of the appropriate manager any problems related to activities outside established guidelines.
8. To develop strategies to pramote a corporate image.

9. To establish priorities for program promotion on a yearly basis.

10. To ensure that annual recruitment plans fall within established priorities and guidelines.

Short Term objectives

1. Establish priorities for programs promotion and suggest techniques for extra promotion.

2. Discuss visual image and theme for 87/88.

3. Discuss retention of applicants proposal.

4. To plan a P.D. day for marketing and recruitment of students.

5. To continue the development of guidelines for various aspects of marketing.

6. Monitor activities throughout the college and identify areas of inconsistency.

Composition (1987/88)

Director, Student Services (Chair) - (name deleted)

A representative from each of :

Program Services

Communications Office
Liaison Office
President's Office
X Campus
V Campus
AY Campuses
Registrar's Office
Graphics
Ex officio
Faculty

Resource people may be called upon from time to time to *bring* their expertise to the committee.

APPENDIX I

THE MARKETING COMMITTEE

A STANDING COMMITTEE OF THE EXECUTIVE COMMITTEE AT REX COLLEGE

STATEMENT OF MANDATE
JANUARY 1990

Background

Consciously or unconsciously, all organizations engage in marketing. Rex College is no exception. Some of the elements of our marketing process are extremely sophisticated; others lack planning and co-ordination. Through the creation of a permanent Marketing Committee at Rex College, we intend to ensure that marketing becomes a conscious way of doing business, now and in the future.

We believe that marketing is:

"the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets to achieve institutional objectives. Marketing involves designing the institution's offerings to meet the target markets' needs and desires and using effective pricing, communication, and distribution to inform, motivate, and service the markets." (Kotler, 1980, 1986)

Our mandate is, therefore, very broad and challenges us to bring strategic planning processes to bear on the marketing process.

Mandate

The Marketing Committee serves to monitor the analysis, planning, and implementation of the marketing process at Rex College and to make appropriate policy, procedural and budget recommendations consistent with this mandate.

To accomplish this mandate, the Committee annually ensures that the following process is co-ordinated and communicated through the college community:

I. Situation Analysis

- a review of the College's past history; internal and external threats and opportunities; and program and service strength and weaknesses.

II. Goal-Setting

- an identification of target markets and establishment of goals responsive to the needs of each market segment.

III. Strategic Development

- an assessment of available resources done in the framework of the traditional marketing mix (product, place, price and promotion) which can be directed towards the achievement of stated goals.

IV. Action Planning

- the development of specific, time-phased tactics designed to implement the strategies. Action plans are the "who", "how", "when" indicators of success and costs associated with implementing each strategy.

V. Evaluation

- a process for measuring the outcomes of the action plan against previously established success indicators. Evaluation further provides the feedback for the on-going process of situation analysis, goal-setting, strategy development and action planning.

Reporting Relationship

As its primary focus is administrative planning and implementation, the Marketing Committee is a standing committee of the Executive Committee. While the Marketing Committee routinely apprises Executive Committee of its activities, recommendations ensuing from this Committee may be forwarded to any appropriate college committee or administrative unit.

Membership

To accomplish its mandate this committee must:

- be small enough to be manageable, yet large enough to be representative;

- include representatives of the key constituent groups affected by the college marketing process; and

- involve those staff most directly involved in providing research to and carrying out the college's marketing plans. Under the chair of the Dean of Student Services the 16 members are:

The President (ex-officio)
The Vice-President
All Deans
The Registrar
The Manager of Communication Services
The Co-ordinator of Counselling Services
The Liaison Officer
The Co-ordinator of Public Relations
Representative of the Student's Association
Representative of the Alumni Association
Representative of the Agricultural Industry

Meeting Schedule and operating Procedures

Meetings will be at the discretion of the Chair. The Committee is empowered to establish its own operating procedures.

90.01.17

APPENDIX J

WEMA COLLEGE MEMORANDUM

WEMA College

MEMORANDUM

TO: T

FROM: K

DATE: January 24, 1990

RE: A recruiting strategy

This will set out for your consideration the matter about which we spoke briefly earlier this week.

Like all schools, what WEMA has to market is its distinctive qualities--its uniquenesses: these are the traits which allow the institution to stand out [favorably] when judged against those of competing universities and colleges.

These might well be half-a-dozen such characteristics: we **educate the whole** person; we teach exclusively the liberal arts and sciences; our focus is upon the individual student, and upon meeting his/her needs; we emphasize effective teaching; we provide a value-oriented experience; we cultivate a strong sense of community.

Most of these concepts are complex and ambiguous--they are not necessarily or universally understood and appreciated. They need to be explained; simply rhyming them off is insufficient to win us clientele.

More, these features need to be represented to target audiences in terms meaningful to them: what benefits can our customers derive from our product? Only when they grasp the value to them of a liberal education, for example, can they be expected to pay $2,000 a year more than they would elsewhere.

It's unlikely that this process can be accomplished in media advertising forms: these work best when they're used to announce and attract attention to a product or service; they do not facilitate the interpretation of the complexities of the product or service.

A further complication for WEMA is that features such as "wholeness" and "value orientation" probably are beyond, or of little immediate interest to, most of our target audience--high school seniors.

On the other hand, the results which such emphases would achieve in an adolescent's future might well come to be appreciated by the young person's parents. For instance, the liberal arts curriculum is intended to foster graduates who can think clearly, be analytical, inquire and evaluate; communicate verbally and in writing; solve problems and make decisions; get along well with others. and remain flexible. As an adult, and a member of the worka-dal world, I appreciate how valuable it would be for my sons to develop Just such skills and qualities.

Besides, parents surely will have a say in their child's enrollment at WEMA, if only because attendance here will cost the family appreciably more than it would were the high schooler to go elsewhere.

It's against this background--and also bear in mind our claim that we impart individualized, personalized attention--that I want to suggest to you a particular course of action:

* WEMA should identify those prospective students whom it wants especially to enroll;

* During the months in which they'd be making up their minds, the school should craft personalized word-processed letters which would be mailed periodicallv to [them and] their parents, over the president's signature;

* The initial letter would announce forthrightly the school's desire to enroll the particular student, and serve notice that, in succeeding letters, the uniqueness and worth of a WEMA education will be explained;

* Thereafter, each letter in the series would concentrate on one of the school's distinctive qualities. In effect, each would be a mini-essay in which that particular feature would be defined, and its derived benefits--its utility--communicated: the content would describe what the characteristic or emphasis would mean to the student.

If implemented, this strategy would cause WEMA to:

* target, and focus resources on, the prospects it wants most to enroll;

* reach, and communicate with, their parents, for whom their education at WEMA has to be seen as an investment;

* demonstrate its personal approach in its dealings with constituents;

* itemize, spell out, and point up the utility and worth of, its distinctive qualities, and thereby make use of them as recruiting tools.